

A hot air balloon with a yellow banner and a basket carrying three children. The banner contains the text: Truth * Right Action * Peace * Love * Non Violence. The basket contains three children: a girl with black hair, a boy with brown hair, and a girl with black hair. The background is a blue sky with a rainbow and green hills with white daisies.

Truth * Right
Action * Peace * Love * Non
Violence

SATHYA SAI
EDUCATION IN
HUMAN VALUES
FOR THE FOUNDATION YEARS
AND BEYOND

Parents' and Teachers' Handbook

Sai Institute of Education West Indies

Copyright © 2014 Sai Institute of Education West Indies

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by means electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher the Sai Institute of Education West Indies.

ISBN: 978-976-95477-4-2

First Published 2014

Reprinted 2018

FOREWORD

The Sai Institute of Education West Indies is pleased to offer to both teachers and parents a resource that they are certain to find very useful. “**Sathya Sai Education in Human Values for the Foundation Years and Beyond**” contains twenty fully prepared lessons that are based on the Direct Approach of the Sathya Sai Education in Human Values (SSEHV) Programme. It is for both pre-school and primary levels. The book is in the tradition of excellence of its companion volume “**Education in Human Values Teachers’ Handbook - West Indian Edition**” (1996) which is used by hundreds of teachers throughout the English-speaking Caribbean and beyond.

The philosophical cornerstone of the Sathya Sai Education in Human Values Programme is EDUCARE. Two major principles of EDUCARE are: the purpose of education is for living a fully human and spiritual life; and “The end of education is character.” These principles add to present-day education a dimension which is largely missing. While EDUCARE fully supports development of academic excellence, it emphasizes as well development of attitudes and values, and full blossoming of the personality so that there is excellence at each level- physical, intellectual, emotional, psychic and spiritual.

This is consistent with the Universal Declaration of Human Rights which states: “Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms.” The Convention of the Rights of the Child goes even further. It calls for “preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sex and for friendship among all peoples.”

Educational reforms have been searching zealously for a new educational order that will achieve “full development”. The Faure Commission (1972) recommended “a complete man”. A decade later, the Jacques De Loris Commission recommended “complete development- mind and body, intelligence, sensitivity, aesthetic expression and spirituality.” Thus we are seeing renewed emphasis on social, moral and spiritual values in curricular reforms worldwide.

Educare is of tremendous relevance in this context and may yet be the best answer to “Learning to Be”, one of the four pillars of Education outlined in the report of the Faure Commission. In its most inclusive sense, “To Be” refers to developing the whole human being; and this is precisely the essence of Educare.

The publication is divided into two parts. Part one provides users with information needed for understanding basic concepts underlying the programme and the teaching approaches and techniques employed in it. Knowledge of the information contained in part one will prepare users to engage confidently with the lessons contained in part two. In this way, the children

who are being taught will derive maximum benefit and enjoyment from the efforts of either their teachers or parents, or both.

The Institute wishes to acknowledge with gratitude the contribution of the following persons to the publication of this book:

Ms. Narina Kalloo BSc Psychology

Miss Satrupa Mahadeo BSc Business., MSc Business Information Systems

Mrs Draupatie Maharaj BA , Dip Ed

Mr. Samlal Mannie BSc, Dip Ed, Dip (Marketing, Advertising and Public Relations), Cert (Radio Broadcasting)

Mrs Kunti Mathura BA, Dip Ed, MA Ed, Cert (Leadership and Management)

Mrs Zita Ramnarine Dip (Med Lab Tech), Dip (ECCE)

Mrs Tara Seepersad B Ed, Teacher's Diploma, M Ed, Cert (Reading)

The publishers are certain that both teachers and parents will treasure this book because within its pages lies the powerful capacity to transform the minds and hearts of our dear children and to nurture in them qualities that will bring them happiness as adults.

Kunti Mathura

Director, Sai Institute of Education West Indies

January 2014.

ACKNOWLEDGMENTS

The Sai Institute of Education West Indies wishes to acknowledge the use of copyright material from the following sources:

Arcturus Publishing Ltd. "Poems That Will Save Your Life" (2010) ed. John Boyes for "Giving Your Best"- Anonymous; and "Success"- Anonymous

Flame Tree Publishing. "Anthology for Mothers" (2009) - Victoria Lyle for "Family Love" - Amado Ruiz de Nervo

The American Sathya Sai Education in Human Values Society

The British Institute of Sathya Sai Education

Mr& Mrs Dave Singh for the photograph of their son John Singh in the story "The New Boy in Class"

<http://mothergooseinthemount.blogspot.com/2011/06/sheep-for-beginners.html>

<http://www.dreamstime.com/stock-photo-fruit-basket-image14595290>

<http://www.dragoart.com/tuts/1807/1/1/how-to-draw-an-oak-tree.htm>

http://doremewebhosting.com/everydaychildcare/html/special_occasion_poems for "Little Eyes Upon You", "Parent's Pledge", "Whose Child Is This?"

www.graemefrank.com/mollie/a_wish_for_you_my_child.html

<http://www.members.tripod.com/~maggiedesilver/quotes.html> for "Only The Brave Should Teach"- Pearl S. Buck

Yogoda Satsanga Society of India for "Thou Art Peace and Silence" from "Whispers from Eternity" (2008) by Sri Sri Paramahansa Yogananda

Every effort has been made to trace all copyright holders but if any have been inadvertently overlooked the publishers will be pleased to rectify this at the first opportunity.

TABLE OF CONTENTS

PART ONE

Foreword		iii
Acknowledgments		v
Chapter 1	Introduction to the Sathya Sai Education in Human Values (SSEHV) Programme	8
Chapter 2	Programme Objectives and Teaching Methodology	15
	1. Objectives	15
	2. Sub-values/Related Values	16
	3. The Three Teaching Approaches	20
	4. The Five Teaching Techniques	22
	5. Explanatory Notes on Lessons	31
Chapter 3	The Teacher As Exemplar	34

PART TWO

Chapter 4	UNIT 1	TRUTH	38	
		What They Say About Truth	39	
	Lesson 1	Curiosity	Curious Me	40
	Lesson 2	Honesty	The Red Bag	43
	Lesson 3	Truthfulness	Shopping for Fruits	47
	Lesson 4	Equality	The New Boy In Class	50
Chapter 5	UNIT 2	RIGHT CONDUCT	53	
		What They Say About Right Conduct	54	
	Lesson 1	Cleanliness	The Untidy Bear	55
	Lesson 2	Diligence	Jason the Cricket Captain	57
	Lesson 3	Responsibility	The Helpful Sisters	60

	Lesson 4	Helpfulness	On The Farm	63
	Lesson 5	Healthy Living	The Little Boy Who Got Sick	66
Chapter 6	UNIT 3	PEACE		69
		What They Say About Peace		70
	Lesson 1	Respect for Rules	Danger: Keep Away	71
	Lesson 2	Self-Control	Marsha’s Love for Sweets	74
	Lesson 3	Patience	The Sick Sheep	77
Chapter 7	UNIT 4	LOVE		80
		What They Say About Love		81
	Lesson 1	Caring (Plants)	The Flower Pot	82
	Lesson 2	Kindness	Kind Johnny	85
	Lesson 3	Sharing	Billy Bully the Goat	88
	Lesson 4	Sharing	The Two Wild Horses	91
Chapter 8	UNIT 5	NON-VIOLENCE		94
		What They Say About Non-Violence		95
	Lesson 1	Cooperation	The New Roof	96
	Lesson 2	Fairness	The Cricket Game	99
	Lesson 3	Fairness	Tamara’s Sandcastle	102
	Lesson 4	Love of Nature	Trees, Oh Lovely Trees!	105
	Lesson 5	Concern for All Life	The Trapped Little Deer	109

CHAPTER 1

INTRODUCTION TO THE SATHYA SAI EDUCATION IN HUMAN VALUES (SSEHV) PROGRAMME

The Sathya Sai Education in Human Values (SSEHV) Programme identifies five levels or aspects of the personality and five "basic human values".

FIVE ASPECTS OF THE HUMAN PERSONALITY

1. INTELLECT

Great emphasis has traditionally been put on the intellectual development of students. It is the intellect that enables one to analyze and determine what is right and what is wrong, what is lasting and what is ephemeral. It is within this aspect of the personality that the powers of memory and intuition are uncovered. When this is accomplished, the individual will have developed the tools to know and manifest the value of **Truth**.

2. PHYSICAL

All beings have bodies composed of the same physical elements. However, the physical means not only the development of a healthy and strong body, well co-ordinated and ready to perform the tasks necessary for living, but also the development of habits and mechanisms for control and discipline. When the will directs desires, the development of proper habits becomes the touchstone on the basis of which good life decisions are made. Self-help skills related to self-reliance; social skills related to conduct in school and community; and ethical skills related to sharing, consistency and integrity are noted in this physical domain, which corresponds to the value of **Right Action**.

3. EMOTIONAL

The emotional level describes the proper utilization of the sense organs. The emotions need to be understood and harnessed in order to be a proper instrument for individual and social well-being. When one experiences emotional equilibrium the value of **Peace** is experienced.

4. PSYCHE

The psyche is the most difficult aspect of the human personality to describe, for it is that quality in each of us that is the fountainhead of love. Love is not an emotion. It is an energy that flows like the sun from one to another. It does not refer to emotional relationships. Shakespeare

describes love when he says "*Love is not love which alters when it alteration finds*". It is a supreme value in life.

Love as thought is Truth

Love as action is Right Action

Love as feeling is Peace

Love as understanding is Non-Violence

5. SPIRITUAL

Here, one experiences the essential oneness and unity of all creation. As atomic physics shows, we have a direct relationship with everything in the Universe - air, water, fire, earth, space and the combination of these things. When we understand this basic reality the result is the value of **Non-Violence**.

We begin to see now not only why SSEHV is integral, but also that it is systematic, developmental and comprehensive. A further look at the five "Human Values" in the context of these aspects of the human personality and the five teaching techniques (silent sitting/tuning in, quotation, story, singing and activity choices) will illuminate further the unique quality of the SSEHV Programme.

THE FIVE HUMAN VALUES

1. TRUTH

Truth is the power with which the heart beats, the lungs breathe, the power with which the eyes see and the ears hear. Truth is the quantum of energy with which we live.

Truth has different levels. There is the Truth of sense perception such as "the fire burns". One can ascertain this with one's senses. There is also the truth by inference such as "man is mortal". We base this statement on the strength of our observation that people around us die. How does one realize or experience this Truth?

Human beings are endowed with two marvellous faculties which can be developed in a child and which take him closer to the realization of Truth. They are:

- a. Memory
- b. Intuition

Memory is our device and ability to retain and recall information and knowledge at the right time. At the bedrock of these layers of memory is the Truth. In fact, memory itself is activated and energized with the power of this Truth alone.

Intuition is the most grand and beautiful zone of human experience. It occurs in a flash and gives insight. The power of intuition is what distinguishes the capability of two individuals. We know from history that behind all sparks of genius and excellence is this power of intuition. At times Einstein would stop in the middle of what he was doing and go into a deep reflective state; it was in these states that greater understanding was revealed. Intuition also expresses itself as the inner voice.

Students make progress in the pursuit of truth by listening to inspiring stories, through learning the teachings of great men and women, by sharpening their memory, and by discovering how to think about internalizing values vividly presented by the world's cultures.

The Sathya Sai Education in Human Values Programme offers concepts and contexts enabling the student to organize and integrate experiences in a significant moral framework. It fosters in the child a lifelong love of learning by revealing the powers of curiosity, logic and discernment, as well as through reflective self-analysis.

2. RIGHT ACTION

"Action is rooted in the circle of thought" - Herbert Spencer.

Truth in Action is Right Action. Behind each action there is a thought. If this thought derives its sustenance from the human will as opposed to human desire, the resultant action will be beneficial to the person as well as to society. To achieve a short term benefit a child may speak an untruth; that is desire. At the same time his will is guiding him to speak the truth. **SSEHV encourages the development of the will.** The child becomes aware of living responsibly, respectfully, co-operatively and working creatively in the various fields of life.

Through the Sathya Sai Education in Human Values Programme, children learn to contribute their best for the betterment of themselves and others. Skilful living is taught by the practice of self-help skills, ethical skills and social skills. The Programme helps develop will-power and healthy industrious habits, including the ability to be dependable and to be helpful and respectful. Right Action gives the child experience which builds up resourcefulness, confidence and self-esteem. It results in a well-balanced and disciplined personality, and it leads one to peace.

3. PEACE

Peace is the state of being quiet, calm and free of emotional disturbance. Peace is not idleness but a sound and balanced mental state which learns to find rest in action and which utilizes all the inherent vital energies to create perfect harmony in action. Right or wrong, whatever a man thinks or does, it is with the intention of attaining peace and happiness. However, peace usually eludes him because new desires arise.

Peace is the deep reservoir of inherent mental calm. This tranquil state, when temporarily hidden, may be found again through a regulated healthy life and disciplines that cultivate freedom from restlessness. The Programme offers the means to withstand the pressures opposing inner peace, so that the individual's inborn calm may sustain him in even adverse circumstances.

The Sathya Sai Education in Human Values Programme aims to achieve balance and bring emotional calm through humility, cheerfulness and amiability.

4. LOVE

"Love gives and forgives; it does not get and forget."

Actions springing from love's natural enthusiasm possess a quality more pleasing than those performed merely from a sense of duty. Love is more than an attraction or fondness; it is pure unselfishness flowing from the depths of being, like the feeling of a mother for her child. A teacher's love can transform a child's behaviour.

Love is a form of energy which each individual transmits and receives every moment. It attracts all forms of life. It is a possession which grows with sharing. Love helps us to overcome the sense of fear by promoting better understanding and appreciation.

The Sathya Sai Education in Human Values Programme kindles the feeling of reverence through music, through the enjoyment of artistic magnificence and the grandeur of nature; it fosters love through viewing of and participating in inspiring dramas, and through the study of other examples of self-sacrifice, friendship and accord.

Love's spontaneous kindness and forgiveness, sincerity and sympathy help the student's harmonized responses to many life situations. Love, unconditional and enjoyable, balances the work of the mind with the wisdom of the heart, and this leads to the value of Non-Violence.

5. NON-VIOLENCE

Non-Violence is the zenith of human achievement and perfection. Non-violence fosters the understanding that man has an obligation towards every object and component of the Universe. Truth expressed in right action, lovingly with peace, results in non-violence. Non-Violence is the ethical principle of respect for all beings. Ultimately, non-violence is more; the root meaning of this word is not to hurt others. Positively put, this quality of not hurting others, or goodness is consideration of others, expressed in caring and helpful acts, a concern for equality, justice and a sense of solidarity. It teaches constructive ways of resolving conflicts.

The Sathya Sai Education in Human Values Programme encourages students in creative non-violence through social experience and social service. Education in Human Values students learn to evaluate and to protect their own good qualities and to derive strength from them, as well as to nurture the good qualities of others.

Absolute non-violence may not be possible because *"life always subsists on life"*, but greatness lies in understanding that for survival, we must inflict the least amount of injury possible. This includes injury to the lesser forms of life like plants as well as to the higher forms of life such as animals and man. This love and appreciation alone will complete the growth of human personality.

Thus the practice of Non-Violence is not restricted to the physical aspect alone but includes thought, word and deed.

The five basic values are essential, like the fingers of the hand. Each contributes towards the proper functioning and efficiency of the whole hand.

If there is character, ugliness becomes beauty; if there is none, beauty becomes ugliness.

African Proverb

The path of duty lies in what is near at hand, but men seek for it in what is remote.

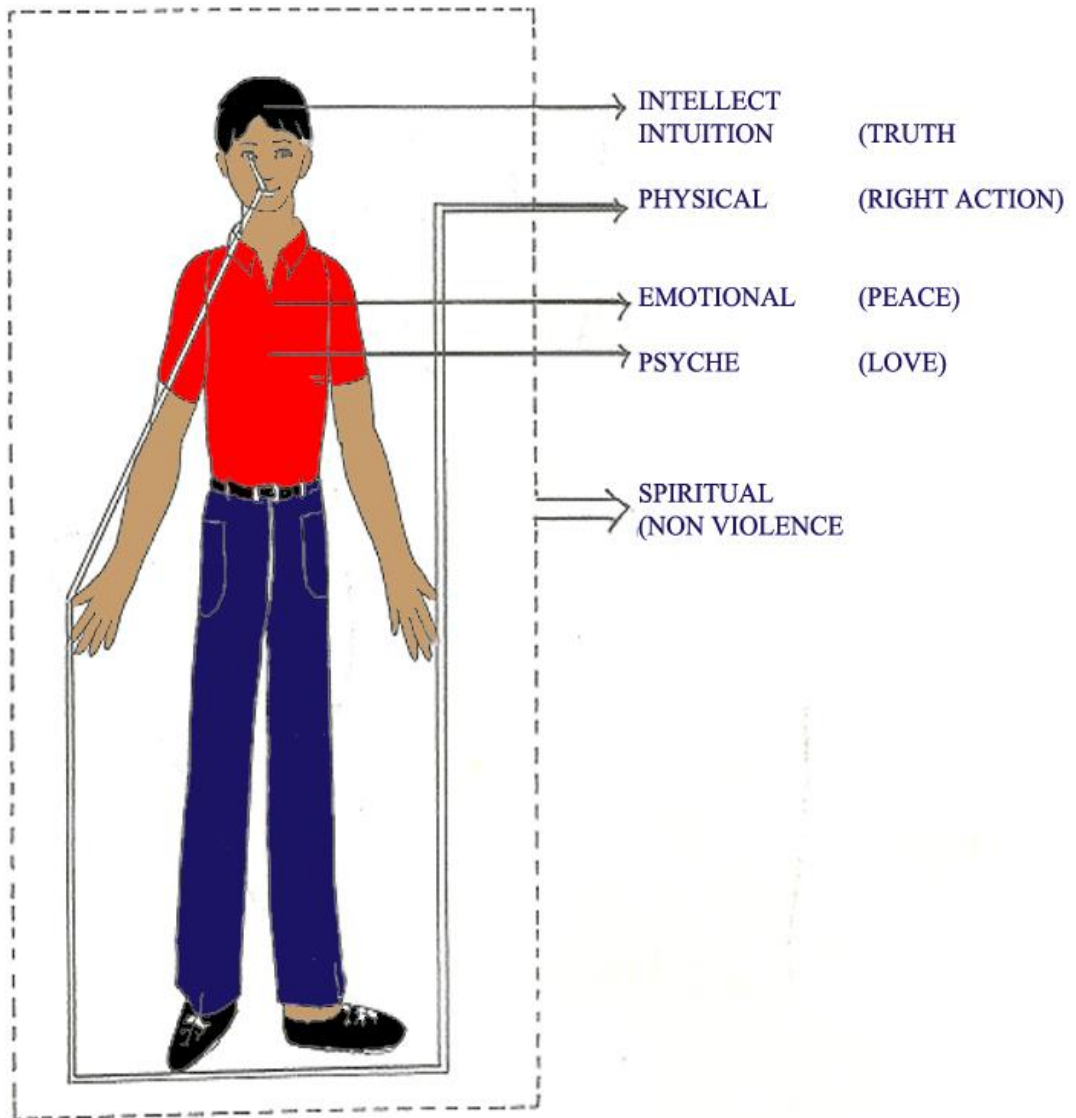
Japanese Proverb

No one was ever lost on a straight road.

Indian Proverb



Human Personality and Human Values



CHAPTER 2

PROGRAMME OBJECTIVES AND TEACHING METHODOLOGY

OBJECTIVES

The objective of the SSEHV Programme is to impart values to the growing personalities of the children. This will enable them to live their lives to the fullest potential. At the same time, they will share with people who are less fortunate and will contribute to the general welfare of the whole community. Through participation in the programme, it is hoped that ***children will:***

1. learn about cultures, customs, and religions of other people in order to appreciate the brotherhood of man;
2. appreciate the five basic human values of Truth, Right Action, Peace, Love and Non-Violence as essential to the development of character;
3. acquire necessary skills that will help them to experience the five human values;
4. experience the five stated values in dynamic and relevant ways so they can put them into daily practice;
5. acquire decision- making skills which will facilitate development of moral learning;
6. develop a sense of responsibility for the consequences of their actions and act with regard for the rights, life and dignity of all persons;
7. act consistently with the stated human values in thought, word and deed;
8. develop self-discipline and self-confidence necessary to promote the fulfillment of their potential;
9. develop a healthy attitude towards their environment;
10. develop the value skills needed for personal, family, community, national and world harmony.

SUB - VALUES/ RELATED VALUES

While the Programme identifies five basic values, within each value there is a range of **sub-values** or **related values**.

The list is not exhaustive and teachers should be aware that sub-values might be found under more than one value. Below is a partial list of sub-values and their meanings.

TRUTH

1. **Discrimination** - sense of right and wrong; distinguish proper from improper behaviour.
2. **Quest for Knowledge** - perseverance to search for or pursue knowledge; ask questions; curiosity.
3. **Self-Analysis** - know one's capabilities; philosophy; motivation - innermost desires and needs.
4. **Truthfulness** - telling the truth; honesty; conforming to statements; agreement with a standard; a rule; or the like; uprightness; integrity; fidelity; constancy of thought, word and deed in one's life.

RIGHT ACTION

1. **Courage** - the quality of mind that enables one to encounter difficulties and danger with firmness or without fear; bravery; to act in consistence with one's convictions.
2. **Dependability** - to be reliable; trustworthy; capable of completing a task; always carries out that which he/she promises.
3. **Endurance** - ability to handle prolonged hardships with patience and tolerance; lasting quality; ability to complete projects in spite of obstacles.
4. **Healthy Living** - living a life which promotes a long, healthy life, i.e. proper food, work, exercise, and thoughts; includes cleanliness of body and mind, thought, word and deed.
5. **Loyalty to Duty** - that which one is bound to do by moral or legal obligation; binding force to do that which is morally right; conduct due to a superior; respect; what one performs in the fulfillment of the permanent dictates of conscience; duty to country; to tell the truth; to raise children properly; honour parents; respect teachers and elders; serve humanity; to be loyal to an employer.
6. **Proper Utilization of Time** - balance of time between study, play and sleep; punctuality.

7. **Self - Confidence** - confident in one's own judgment, ability, power; to know one's capabilities and use them; self-confidence is the basis of an individual's life on which all else is built; includes initiative and leadership.

PEACE

1. **Discipline** - self-control; ability to follow rules and regulations; no excesses in food and drink.
2. **Humility** - remember that there is much good to be learnt from others.
3. **Self- Respect** - proper esteem or regard for the dignity of one's character; control of one's actions, feelings etc.

LOVE

1. **Friendship** - ability to develop closeness with others; mutual esteem between people.
2. **Kindness** - a good or benevolent nature or disposition; considerate; helpful; sympathetic attitude towards others and a willingness to do good; compassion.
3. **Sincerity** - freedom from deceit or duplicity; honesty.
4. **Tolerance** - the disposition to be patient and fair towards those whose opinion or practices differ from one's own; freedom from bigotry.

NON-VIOLENCE

1. **Brotherhood of Man** - recognizing the unity behind the apparent differences.
2. **Citizenship** - civic and national responsibility.
3. **Consideration for Others** - Thoughtfulness for others; sympathetic regard; not to harm by speech, as insults, or to do any bodily injury; not to damage property; to take proper care of animals.
4. **Co-operation** - willingness to work or act together or jointly; unite in producing an effect.
5. **Courtesy** - excellence of manners or behaviour; politeness; a person's outward bearing; addressing and treating others with politeness; special respect for parents, elders and teachers.
6. **Respect for all Religions** – realize that each person's faith is important and serves as a guide for life.

SUB-VALUES/RELATED VALUES

TRUTH	RIGHT CONDUCT/ RIGHT ACTION	PEACE
Accuracy	Care of self	Attention
Curiosity	Care of possessions	Calm
Discrimination	Cleanliness	Concentration
Fairness	Contentment	Contentment
Fearlessness	Courage	Dignity
Honesty	Dependability	Discipline
Humility	Duty	Equality
Integrity	Ethics	Equanimity
Intuition	Initiative	Determination
Justice	Good behaviour	Faithfulness
Owning up	Good manners/Politeness	Focus
Purity	Good relationships	Gratitude
Quest for Knowledge	Healthy living	Happiness
Reason	Gratitude	Harmony
Self-analysis	Leadership	Humility
Self-awareness	Perseverance	Inner silence
Sincerity	Proper use of time	Optimism
Spirit of Inquiry	Punctuality	Patience
Synthesis	Respect for rules/ codes of conduct	Reflection
Trust	Respect for persons	Satisfaction
Truthfulness	Resourcefulness	Self-acceptance
Unity of thought, word and deed	Responsibility	Self-confidence
	Sacrifice	Self-control
	Self-sufficiency	Self-discipline
	Simplicity	Self-esteem
		Self-respect
		Sense control
		Surrender
		Understanding
		Virtue

“Truth, righteousness, peace and love – these are the four pillars on which the mansion of happiness is built.” - **Sathya Sai Baba**

“If we are to go forward, we must go back and rediscover those precious values- that all reality hinges on moral foundations and that all reality has spiritual control.”- **Martin Luther King**

LOVE

Acceptance
Affection
Caring
Compassion
Consideration
Dedication
Devotion
Empathy
Forbearance
Forgiveness
Friendship
Generosity
Humanness
Interdependence
Kindness
Patience
Patriotism
Reverence
Sacrifice
Selflessness
Service
Sharing
Sympathy
Thoughtfulness
Tolerance
Trust

NON-VIOLENCE

Psychological:

Benevolence
Concern for all life
Concern for others
Cooperation
Forbearance
Forgiveness
Good manners
Happiness
Loyalty
Morality
Universal love

Social:

Appreciation of all cultures/religions
Appreciation of Nature
Brotherhood/Sisterhood
Care of the environment
Citizenship
Equality
Harmlessness
National awareness
Avoiding wastage
Recycling
Respect for property
Service
Social Justice

“We want our children to become warm, decent human beings who reach out generously to those in need. We hope they find values and ideals to give their lives purpose so they can contribute to the world to make it a better place because they have lived in it. Intelligence, success and high achievement are worthy goals, but they mean nothing if our children are not basically kind and loving people.” - *Neil Kurshan*

“The life of the individual has meaning only insofar as it aids in making the life of every living thing nobler and more beautiful. Life is sacred, that is to say, it is the supreme value, to which all other values are subordinate.” - *Albert Einstein*

THE THREE TEACHING APPROACHES

It is important to remember that “values” do not become an additional subject in the school curriculum like Language Arts, Social Studies, Mathematics, Science or Physical Education. The entire lives of children both at home and school should be value-based. It must, therefore, be understood by the teacher that values permeate school and home life, curricular work, co-curricular work and any activity in which one participates. There are three teaching approaches:

1. Direct Approach
2. Indirect Curricular Approach
3. Indirect Co-Curricular Approach

The Direct Approach requires a specific period of time.

The five techniques for this approach are: Silent Sitting/Tuning In, Quotation, Song, Story and Activity Choices. These techniques in themselves are related to the five “Human Values”.

- | | | | |
|----|-------------------------------|---|--------------|
| 1. | Silent Sitting/Tuning In | - | Peace |
| 2. | Quotation/Thought for the Day | - | Truth |
| 3. | Song | - | Love |
| 4. | Story | - | Non-Violence |
| 5. | Activity Choices | - | Right Action |

The Indirect Curricular Approach teaches values in the curriculum subjects such as Science, Social Studies, Language Arts, Mathematics etc. For example, in discussing the products produced by different countries in the world, the teacher may bring out how life in the world is inter-dependent and thus we develop a sense of gratitude toward others who work to provide food, shelter, clothing and other goods for our comfort and enjoyment. Teachers can touch and awaken this sensitivity in the students through skilful questioning and discussion. This can be done in all the school subjects indirectly integrating values.

The Indirect Co-Curricular Approach teaches values in the part of the school day which is outside the “academic” curriculum i.e. sports, play activities, field trips. For example, if a field trip is being planned, the value of spirit of inquiry can easily arise because students are inquisitive about various things they might see there. Likewise, in planning the details, a group of students may learn to work in close co-operation.

INDIRECT CURRICULAR APPROACH: SCIENCE - PLANT LIFE

1. BRIEF CONTENT

Different kinds of plants have been described in this lesson: big trees, shrubs, creepers, roots etc. One common thing about them is that they give flowers, fruits and seeds. The only difference is that some live longer and others are seasonal.

2. BASIC VALUES

Truth, Right Action, Love, Non-Violence.

3. POINTS TO BE EMPHASIZED

Plants are useful in many ways to all living beings. They give without expecting anything in return like giving shade, food, shelter, medicines, etc.

4. STRATEGY

As with plants, so with human beings. There are different races and creeds; there is life force in everything. This point should be especially mentioned to children and explained. In the same way that all plants are necessary for living beings, so too diversity is necessary and is to be valued.

The tree does not eat its fruits; rivers do not drink their own water. They are here so that others can make use of them. Similarly, we should also help others in every way we can and not live for ourselves only.

The following questions can be asked to elicit the above values:

1. Name two plants which grow in different climates.
2. Name four different religions.
3. Name some trees whose leaves and bark are used as medicines. (Trees give everything for the use of people).
4. What can we do to keep the vegetation around us growing? (Do not harm them; nourish them).
5. What happens if the plant is kept in red water? The experiment shows that it turns red. This is similar to the influence of company on persons.

5. TEACHING AIDS

Chart with different kinds of plants
Story of a helping tree with pictures
Plant, red coloured water, glass.

THE FIVE TEACHING TECHNIQUES OF THE DIRECT APPROACH

SILENT SITTING/TUNING IN

Silent Sitting/Tuning In is an opportunity for the children to sit quietly and let their minds be peaceful for a minute or two. Tuning in results in superior concentration, better receptivity and improves understanding. At a deeper level, it greatly aids the memory and prepares the ground for intuitive awakening. As the thoughts, desires and emotions get stilled, new vistas of Peace are unearthed. While it improves the quality of work, it directly instils the values of Truth and Peace. In fact, tuning in is recommended for the teacher in his/her own personal life because it carries the authenticity of experience.

It is said that silence is the most effective form of communication for it enables an individual to communicate with his/her inner self. It is only in moments of silence that one is able to reflect upon one's conduct and seek scope for improvement. Again, it is only in silence that the intuitive flashes of excellence are seen and experienced. Tuning in is the force behind genius and it imparts a new dimension of depth to the human personality. For centuries, the greatest of scientists, musicians, poets and artists have used and recommended the habit of sitting quietly and tuning in.

The tremendous level of noise and the powerful distractions in today's environment have increased the hyperactivity of our children. A brief period of silent sitting promotes the ability to tune out distractions and to tune in to one's inner resources. It develops patience and discipline. Studies have concluded that the most destructive force in some classrooms is the level of noise, the amount of movement and the distractibility of students.

Thus, in a classroom, the class starts with one or two minutes of tuning in. All it requires is asking the students to sit in an upright posture, close their eyes, and think and feel good. The teacher has the option of giving ideas for the children to picture e.g. the beauty of a flower, a beautiful scene etc.

QUOTATION/THOUGHT FOR THE DAY/PRAAYER

Choose a **Quotation** or a **Thought for the Day** that relates to the value. Allow a few minutes of discussion in which the children offer their view of the quotation.

Quotations are designed to:

1. Develop memory
2. Promote analytical thinking
3. Establish truly human ideals
4. Enable the children to relate to the highest in themselves.

It is desirable to have the children memorize some of these quotations or thoughts. Children may enjoy keeping a special book in which they list the quotations, thoughts and poems discussed during the year. It will serve as a useful reference for writing and special projects.

The teacher may at times choose to use a **prayer** instead of a quotation. The prayer selected should be of a universal nature. Prayer has a tremendous capacity to maintain the rhythm of the breath. It helps one to remain tuned to the energy of love within and it has the capacity to draw on the energy within.

Prayer promotes positive thought and acknowledges a Higher Force or Being that one can call upon for guidance and assistance. Prayer helps to eliminate fear. It develops self-confidence, wisdom, health and happiness; and it confers peace. It is useful to find prayers from various religions which are expressing the same thoughts. This helps to promote unity of faiths and to develop tolerance and respect for others of different faiths and cultures.

SONG

Singing is a wonderful way in which children and teachers can join together in fun and friendship while learning. Songs speak the language of the heart. They remove barriers and they promote peace and love.

The human system has a rhythm of its own. When a person feels good, the heart beats softly and is in a sweet rhythm. Whenever one is angry, annoyed or disturbed, this beat becomes erratic. In fact, human poise and equilibrium have a direct correlation with the rhythm of the body.

Music and group singing are the most powerful techniques to put the human system in harmony and rhythm. When the children sing together, they also realize the value of co-operation. Singing improves memory, instils peace, love and appreciation, and gives a feeling of joy. The songs can be varied in nature - folk, patriotic or popular. Anything that is learnt through song and music remains much longer in memory and is easier to recall.

Songs go around and around in the mind, reminding the children of their values and actions.

Tapes of songs can be used if this is more comfortable for the teacher.

Reviewing songs from earlier value lessons as well as learning new ones can bring great joy and inspiration to the students.

The teacher and the students singing together brings harmony and adds to the confidence of the child. The songs can be used in assemblies, school functions and other such gatherings.

STORY

Story-telling may be the strongest of the five elements of the Programme. The stories will create role-models that the children will want to emulate.

Since the dawn of creation, nothing more effective than stories has been thought of when it comes to driving any message home. A story generates interest, captures the attention and leaves a beautiful moral to think and act upon. Stories bring out parallel situations of life and suggest solutions. They add colour and variety to the school situation.

Two aspects of Story-telling, namely, preparation and presentation, are especially important. While preparation must be thorough and include dialogue and teaching aids, the presentation must be dramatic and include gesture, suspense and proper modulation. Even a dull and drab subject can become alive.

Stories have a direct impact on the conduct of the children and thus are extremely useful for cultivating the value of Right Action. The stories can be drawn from any source such as history, folk-lore, fables, biography, mythology or even created afresh. They symbolize the flight of human imagination and plant heroic and adventurous ideals in the minds of children. It is important for the teacher to like the story since the children can intuit the teacher's feeling.

Stories need to be reviewed to make a lasting impression. One week a child may narrate a review story and the week after that, the children may act it out.

ACTIVITY CHOICES

Group Activities entail participation of all the students. These activities are done both in and outside the classroom.

CLASSROOM

These activities include a wide range of things like role-play, attitude checklists, creative writing, drama, art, service activities and many others.

Children are by nature dynamic and group activities help a teacher to streamline their energies and instil a sense of discipline and a feeling of co-operation.

The basic idea behind group activities is to allow for interplay and interaction, so that learning proceeds from all directions.

FOLLOW-UP AND LIFE APPLICATION

These exercises are designed to help the children incorporate the values into their lives, as part of their personalities. Teachers will find that they too are a part of this experience. Once the teacher appreciates the process of identifying and experiencing the five human values, it will form an integral part of his/her life.

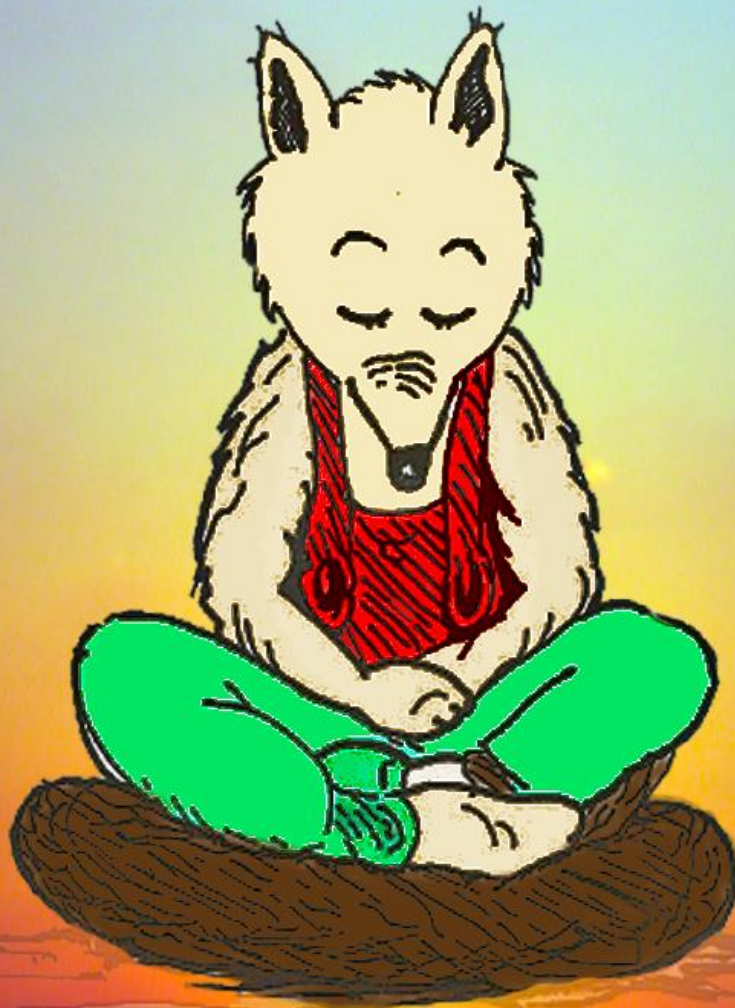
The combination of activities used is a decision of the teacher and depends upon various factors. For this there can be no better judge than the teacher, since he/she knows the objective and must work accordingly.

LITTLE EYES UPON YOU

There are little eyes upon you
and they're watching night and day.
There are little ears that quickly
take in every word you say.
There are little hands all eager
to do anything you do;
And a little boy who's dreaming
of the day he'll be like you.
You're the little fellow's idol,
you're the wisest of the wise.
In his little mind about you
no suspicions ever rise.
He believes in you devoutly,
holds all you say and do;
He will say and do, in your way
when he's grown up just like you.
There's a wide-eyed little fellow
who believes you're always right;
and his eyes are always opened,
and he watches day and night.
You are setting an example
every day in all you do;
For the little boy who's waiting
to grow up to be like you.

Author unknown

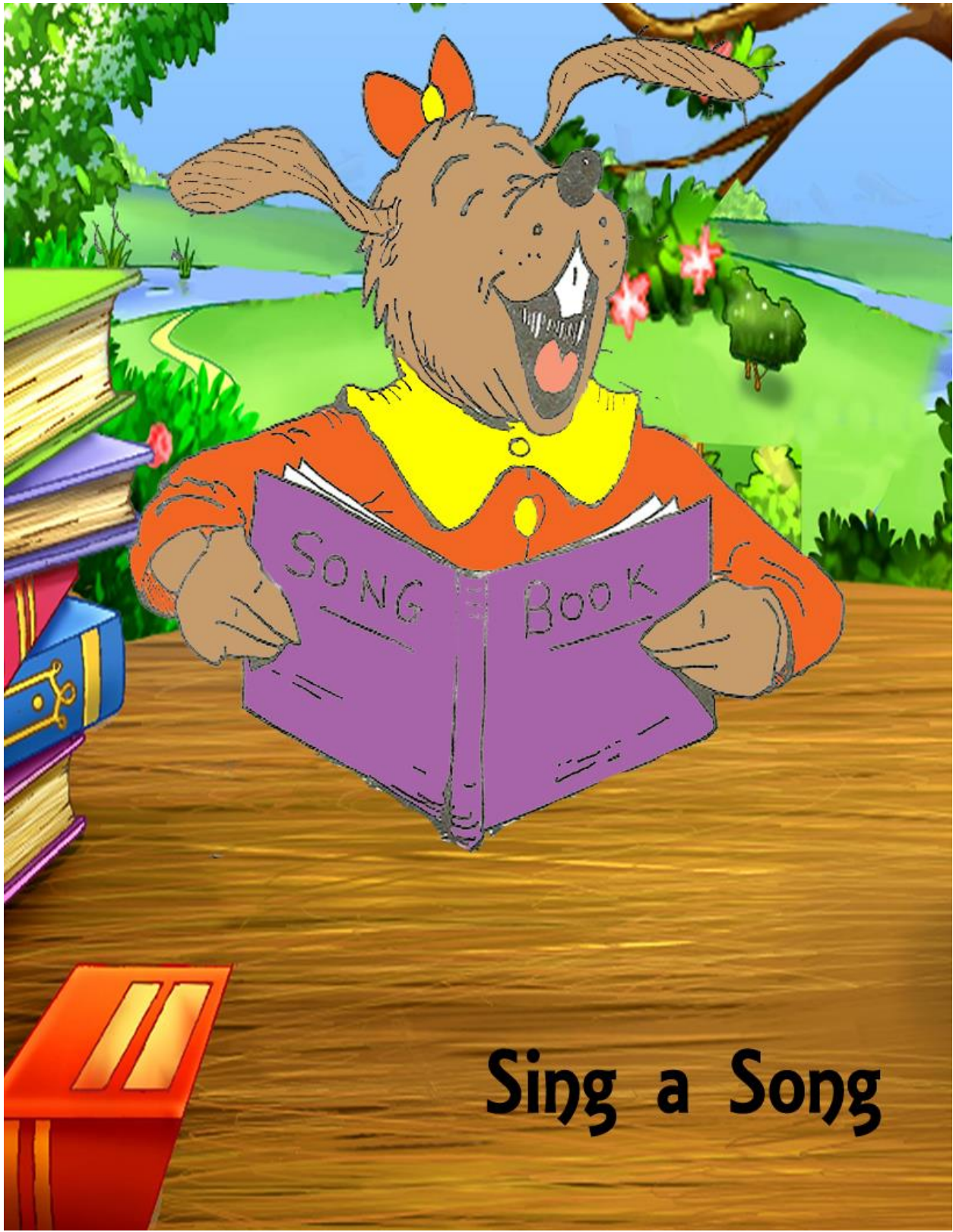
Tune In Quietly



Use a Poem or a Quotation

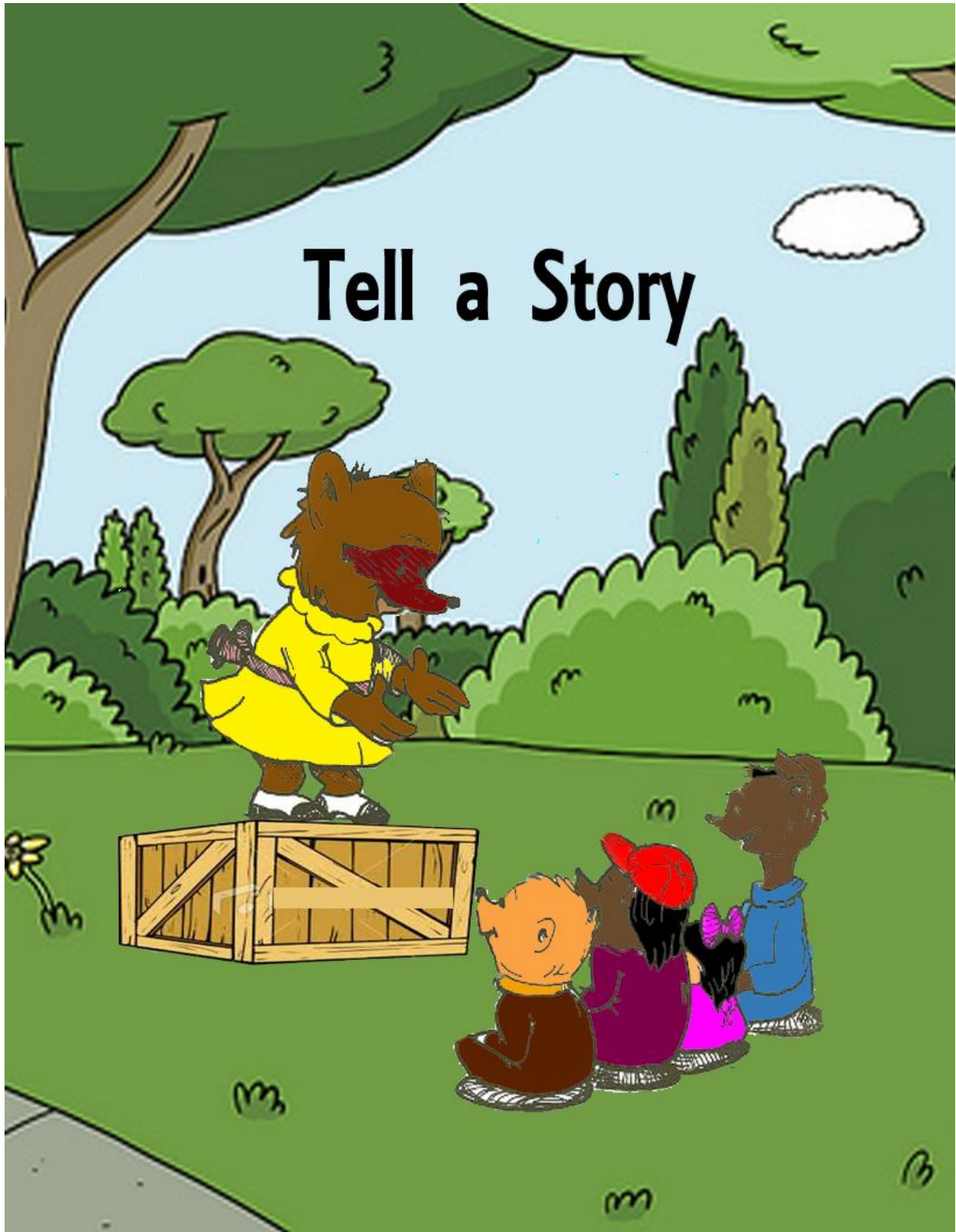
*Start the day
with Love -*





Sing a Song

Tell a Story



Encourage Activities



EXPLANATORY NOTES ON LESSONS

The lessons follow a specific structure. The teacher may use this structure to create lessons of his/her own. Also the teacher may modify the format to suit his/her needs and those of the class. The teacher may also substitute vocabulary to suit the level of his/her class. What is important though, is that all five techniques must be employed in any Direct Approach lesson.

SILENT SITTING/TUNING IN

It is only with a quiet body and mind that we can truly absorb. Thus, by being quiet we prepare ourselves for complete attention to what follows.

The children are asked to sit with their backs straight and take a deep breath. They are reminded quietly and gently that:

(Example) "This is a special time, a time for listening, a time for sharing, a time for understanding ourselves and life a little better."

"In order to get the most out of this, we need to think of ourselves as radios. We have turned on the dial, and we must now fine-tune ourselves so that we can hear the programme that is about to begin."

Wait a few minutes until everyone has settled down and is ready.

(Examples of what can be done during silent sitting are given in the lessons in part two).

QUOTATION/THOUGHT FOR THE DAY/PRAYER

Choose a quotation or a thought for the day, which should relate to the value's objective. You may choose to use a short poem or prayer (universal) in place of a quotation.

STORY

The Brotherhood of Man is a vital force of any values programme and should be reflected in selection, discussion, and follow-up.

The stories which are used should be a mixture of FICTION, BIOGRAPHY and LIFE EXPERIENCE. They should reflect different cultures, races and religions and should be selected carefully, seeking exemplary characters. You may wish to replace the story with a poem or a play.

Eye contact between the teacher and the children is very important to these lessons; therefore stories should be told, not read.

STORY-TELLING

Story-telling has always been an effective medium of instruction and enlightenment, and an efficient method of character moulding.

Teachers should be especially careful about the *preparation* and *presentation* of the story.

(1) Preparation

- a. Read the stories thoroughly and become very familiar with them.
- b. Try to grasp the inner significance of the story.
- c. Grade the stories according to the age, class, and mental development of the children.
- d. Be ready with suitable aids: charts, films, pictures.

(2) Presentation

- a. The language or the style adopted for narration should be simple.
- b. The sequence of events should be maintained.
- c. Narration should be dramatic.
- d. Rapport should be established with the children by asking questions and involving them in the story-telling session.
- e. The value or moral projected should not be explicitly stated but elicited by questions.
- f. Stories chosen must be suitable to the occasion and must serve a purpose.
- g. Story-telling can be used to develop children's powers of memory and their attitudes. Occasionally, the children could be encouraged to tell a story of the type already heard.
- h. **Most importantly, make the stories come alive.**

DISCUSSION

Discussion should always include **three** types of questions:

1. **Comprehension:** *Do the children understand the story?*
Example: What did John do when he saw his sister?
2. **Reasoning:** *Do the children understand the underlying concept?*
Example: Describe the kind of person John was.
3. **Feeling:** *Can the children carry the concept to a personal reaction?*
Example: How did you feel when John first spoke to his sister?

ACTIVITY CHOICES

Creative writing, role-playing, mime and art projects are communicative activities which enable children to organize their thoughts and to express their feelings and ideas. Talking and learning about values is an ongoing process and should be a part of our entire curriculum: Social Studies, Language Arts, Literature, Art, Music, Drama, Science and Mathematics.

Attitude Testing, role-playing and service projects are the means of bringing life situations to the classroom.

SONG

We have suggested a song for each lesson but there are obviously many more that the teacher may know and find appropriate for the lesson. The song chosen for a lesson can be taught during the Music period. The whole song need not be sung in a values lesson.

Singing is a wonderful way in which children and teachers can join together in fun and friendship. Songs speak the language of the heart. They remove all barriers and promote peace and love.

FOLLOW - UP AND LIFE APPLICATION

Here we wish to stress how children translate the values discussed into everyday life. Without this component, only half the task is completed. We have to offer activities in which the children put their thoughts, words and deeds to good use. Here we see how communication with the parents will be of value to the program. The children themselves will recognize that their life in school, at home, in the community and the world is better served when their character is developed and when they are more giving and loving.

Teachers will find that they too are a part of this experience. Once the teacher appreciates the process of identifying, discriminating and experiencing the five human values, it will form an integral part of his/her life.

CHAPTER THREE

THE TEACHER AS EXEMPLAR

TEACHER - BUILDER OF THE NATION

The profession of the teacher is the noblest of all. When we teach human values to children, we are raising the consciousness of the next generation; we are broadening their vision and expanding their hearts. Ours is the task of sculpturing the moral leaders of tomorrow. Like a sculptor we have to visualize the beauty within the child and uncover it through careful chiselling. Like a gardener we have to plant the seeds of higher values in the child's heart: we must foster, nurture and help these values grow; and we must root out the weeds - the unhealthy habits that come crowding in - so as to facilitate the unhampered growth of these higher values in the child's heart. Even if each of us succeeds in influencing one child, it is enough. One able commander-in-chief is sufficient to lead hundreds of thousands on to victory. One heart filled with human values, Martin Luther King, was able to stand as the conscience of mankind and to sow peace and love wherever he went.

But the ability to love can be taught only by those who are able to love. Here lies our great responsibility. As teachers we reveal the direction and the goal, and the students lay the road and journey into the future. If we stray from the path of truth and love, all of society will suffer. If we do not practise what we profess, we will be no more effective than the blind leading the blind. For only a lamp that burns can light other lamps.

How are we to be exemplars? Love is the key to the heart. Let us extend the same love to our students that we would to our own children. The hearts of children are tender and impressionable. We must be alert to the fact that they are receiving instructions from us every moment that we are with them – not just from what we teach, but from the 'hidden curriculum' as well. Every word and every gesture of ours has its impact. The rules that we lay down for classroom discipline and the fairness with which we implement them, the atmosphere of the classroom, and even our appearance leave their mark on the children. So we must strive to make our very presence radiate a loving influence and generate a peaceful and joyful atmosphere. Let us leave our problems and worries behind as we enter the classroom and at least for the duration of the class, let us be filled with awareness of the greatness of the task we have undertaken. With kindness and infinite patience let us bring about the blossoming of human excellence.

INFLUENCE OF A TEACHER

There are several instances from the personal lives of many of us who find that, to a great extent, we are today what our teachers made us yesterday. To illustrate the point, we share the experience of a particular teacher.

“At the age of 10 I lost my mother. It was a tragedy too severe and shocking to be faced squarely by me. Even attending school became meaningless without the affectionate mother hugging me before going to and coming back from school. The world seemed very cruel to leave three young brothers motherless. When everything seemed dark, the sunshine came in the form of my class teacher, Mr. K who inquired affectionately about the state of my physical and mental being.

Here was someone prepared to ask and to listen. Having learnt about the tragedy, with great shock and understanding he assured me that from then on he would be my mother and that I should have trust in him. ‘As long as I am alive and here you need not fear’. This had a profound influence on a broken-hearted 10 year old. This remains an unforgettable inspiration. The aspiration and inspiration was to follow in the footsteps of my teacher. I decided that I could also become a teacher come what may, so that I could also share my warmth with my students. Giving and sharing became the inspiration rather than receiving and grabbing. This experience taught me that the teacher must embody in his own being what it means to create, to question, to think, to reflect and to love. It is then he can enter the students’ heart space and create the context of trust and thus be an image of authentic being for all those in his charge. It will be remembered that it was such an image of being that Socrates represented for his student Alcibiades”.

TEACHER AS KEY FACTOR IN EDUCATION

In Mahatma Gandhi’s autobiography he talks about the teacher as the key factor in education. He writes:

“Of textbooks, about which we hear so much, I never felt the want. I do not even remember having made much use of the books that were available. I did not find it at all necessary to load the boys with quantities of books. I have felt that the true textbook for the pupil is his teacher. I remember very little that my teachers taught me from books, but I have even now a clear recollection of the things they taught me independently of books.”

THE LOVE OF TEACHING

Can all the teachers have the ability to inculcate the five basic universal human values of Truth, Right Action, Peace, Love and Non-Violence so that they can be the right kinds of living examples to their students? The answer can be “Yes” and “No.” A very successful teacher was once asked the reason for his success and happiness. He said, “*Happiness is liking what I do*” and “*I like what I do.*” He was further asked to explain his observations. He said, “I like my subject but more than that I love my children.” The defining characteristics of a successful teacher are the love for the taught and the love for what is taught. Love for the taught is the child and love for what is taught is the subject. The prime importance is the love for the child. In both cases, however, the emphasis is on love. If this value is present, other values will follow. “Love for the taught,” as an essential element among the qualities of a teacher, is amply proven by the saying that there can be marvellous teaching in muddy walls and muddy teaching in marble halls. The teacher’s role is pre-eminent. He affects those “*inner processes which*” as Hegel made clear, “*cannot in principle be made a subject of external control, for they are just, in essence, the process germane to independence, to autonomy, to self control.*”

The teacher is like an oil lamp – if its flame is steady and bright, a hundred lamps can be lit by it, without in any way diminishing its brightness. For ensuring the brightness of the lamp, it is necessary that the wick be in good order and the oil supply be sufficient.

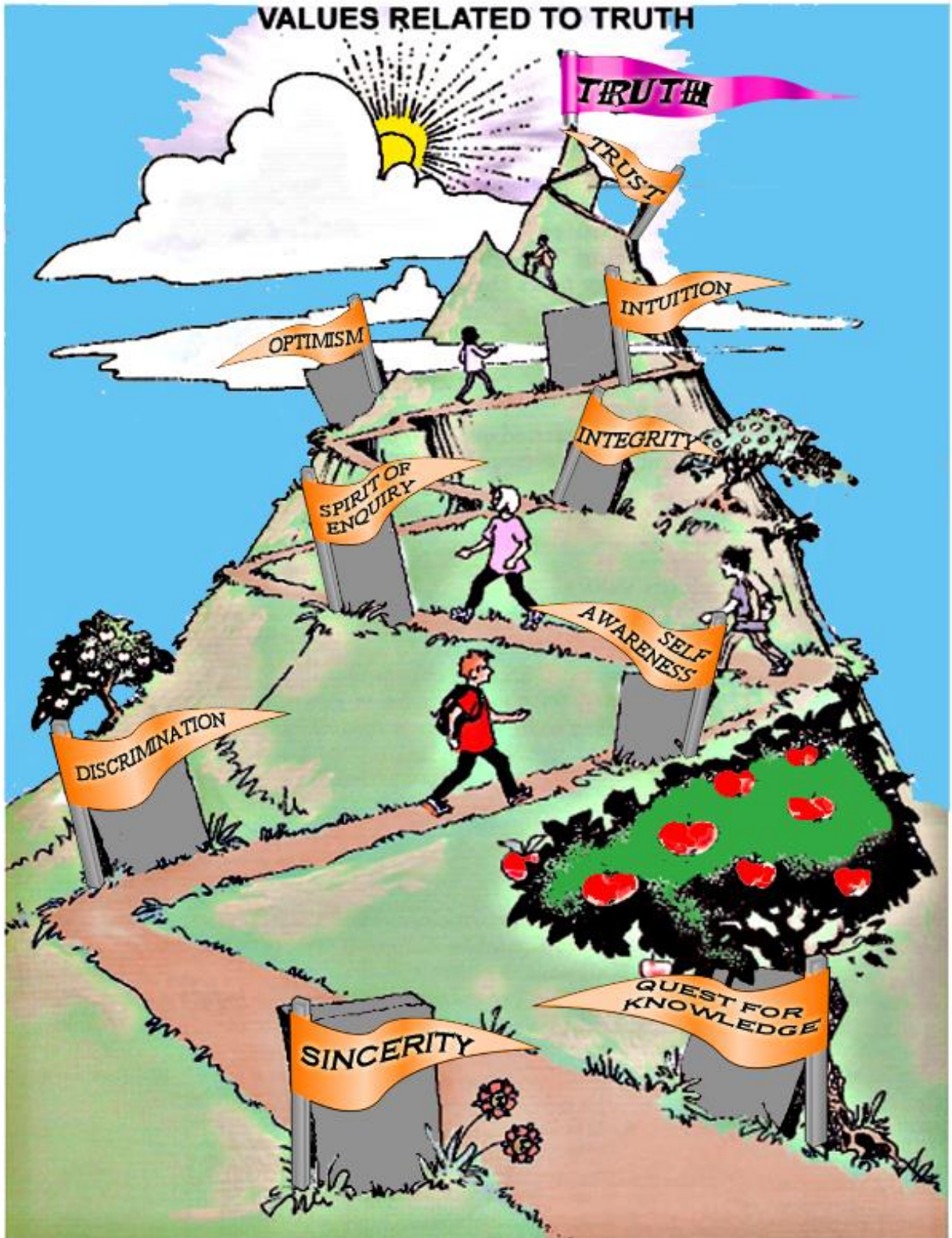
ONLY THE BRAVE SHOULD TEACH – Pearl S. Buck

Only the brave. Only the brave should teach.
Only those who love the young should teach.
Teaching is a vocation.
It is as sacred as priesthood
As innate as desire
As inescapable as the genius which compels a great artist.
If he has not the concern for humanity
The love of living creatures
The vision of the priest and the artist
He must not teach.



PART

2



WHAT THEY SAY ABOUT TRUTH

- “It is man that makes truth great, not truth that makes man great.” (Confucius)
- “Truth is the property of no individual but is the treasure of all men.” (Emerson)
- “There is no god higher than the truth.” (Gandhi)
- “Truth fears nothing but concealment.” (Proverb)
- “I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live the best life that I have. I must stand with anybody that stands right and part from him when he goes wrong.” (Abraham Lincoln)
- “Truth is man’s nature: to be untrue is to be false to one’s nature.” (Sai Baba)
- “The truth is not always beautiful, nor beautiful words the truth.” (Lao Tzu)
- “Truth lives within ourselves; it takes no rise from outward things. There is an inmost centre in us all, where truth abides in fullest and to know rather consists in opening out a way whence the imprisoned splendour may escape than in effecting entry for light supposed to be without.” (Robert Browning)
- “Truth is its own reward.” (Plato)
- “Beauty is Truth’s smile when she beholds her own face in a perfect mirror.” (Tagore)
- “What the imagination seizes as beauty must be the truth.” (Keats)
- “Truth has no special time of its own. Its hour is now - always.” (Albert Schweitzer)
- “A man that seeks truth and loves it must be reckoned precious to any human society.” (Epictetus)
- “Truthful lips endure forever, but a lying tongue is for a moment.” (Proverbs 12:19)
- “Truth is tough. It will not break like a bubble, at the touch, nay, you may kick it about all day like a football, and it will be round and full at evening.” (Oliver Wendell Holmes)

UNIT 1: TRUTH

LESSON: 1

VALUE: TRUTH

SUB-VALUE: CURIOSITY

AGE: 3-11 years

OBJECTIVE: Pupils will develop an awareness of “curiosity”.

SILENT SITTING/ TUNING IN:

The children close their eyes. “Imagine that you, your friends and your teacher are taking a long walk in a forest. You see new plants...trees... flowers... birds ... and butterflies. You are excited... so very excited...to learn more about them.”

QUOTATION/THOUGHT FOR THE DAY/PRAAYER:

“Learn from everything around you” or “Everything should be your teacher.”

STORY: “CURIOUS ME”

“What can I do? Where can I go?” I asked. “Oh...! I can go over the hill and see what my friends are doing. I want to know what is happening with them.” So I ran as fast as I could.

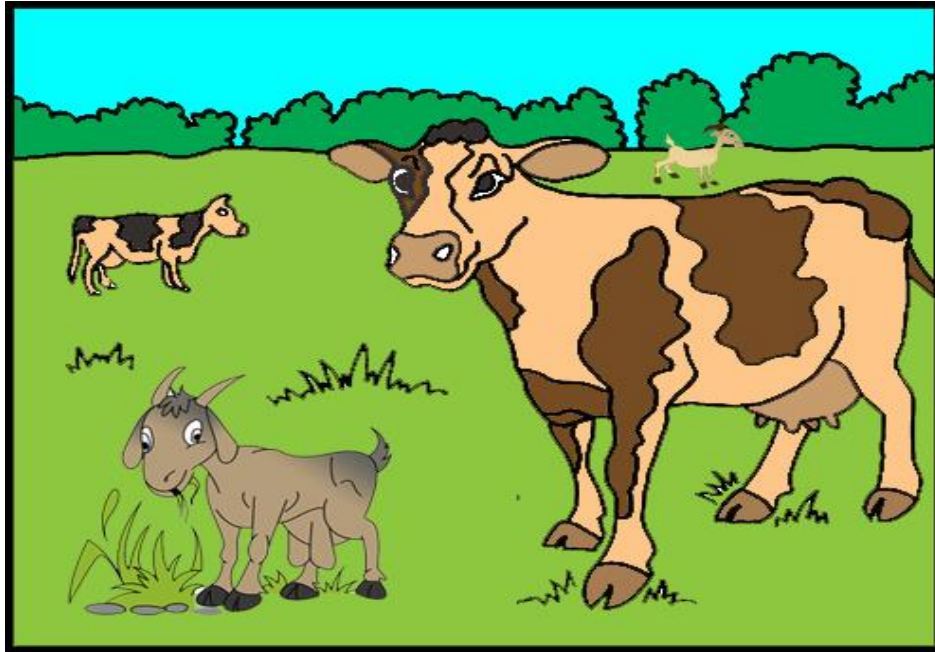
“Go... go... go,” I said to myself, and soon I was across the river and over the hills. I wondered what I would see there. I looked around very carefully into every little corner because I was quite curious about my friends. Seeing no one, I called out, “Where are you?”

Nobody answered so I peeped further and found a little spring. I wanted to find out what was in the spring so I bent over and I almost fell.

“Water...water!” I shouted and poured some into my cupped hands and had a refreshing drink.

“Why is this water here?” I asked myself but I had no answer so I became more careful and looked ahead. There I saw a dim light so I thought that my friends would be there. Sure, I met

Sue and Dave and they took me over the hills. What a beautiful sight I came upon! Animals were grazing so I looked around and counted them - 1, 2, 3, 4, 5, 6. There were goats and cows and other animals with their young ones. They looked happy and well fed. I walked over and wondered what they were feeding on. Their food was different from mine. I love the kind of food my mummy cooks for me, and how happy I felt that the animals ate food that God made especially for them.



DISCUSSION:

1. Why did the boy want to go across the hill?
2. What did he see?
3. How did he feel? Give reasons.
4. Why do you think there was water?
5. How did you feel when the boy saw water?
6. How many animals did he see?

7. What do you think was the colour of the goat?
8. What were the animals eating?
9. Is it good to want to find out about things? Give reasons.
10. What are some of the things you would like to know more about?
11. Talk about one new thing that you learnt in class this week.
12. How do you feel when you learn something new?

ACTIVITY CHOICES:

1. In pairs children put animal puzzles together.
2. Children talk about animals/draw their favourite pet.
3. Children make animal collages.

SONG: "I LIKE TO KNOW" (To the tune of "This Old Man")

I like to know (2)

I'm always curious to know

The where's and the why's

The who's and the how's

I like to know (2)

FOLLOW-UP AND LIFE APPLICATION:

1. Examine a household item or toy with an adult to satisfy your curiosity about how it works or to learn more about it.
2. Find answers to questions you have about an animal that interests you. Ask your parents, an older brother or sister or any other relative.
3. Play outside; learn more about any plant or flower in your immediate surroundings by observing it carefully.

Peace and universal love is the essence of all teaching. Forgive do I creatures all, and let all creatures forgive me. (Jain Prayer)

UNIT 1: TRUTH

LESSON: 2

VALUE: TRUTH

SUB-VALUE: HONESTY

AGE: 3 to 11 years

OBJECTIVE: Pupils will learn what 'honesty' means.

SILENT SITTING/ TUNING IN:

The children close their eyes and imagine they are being given something they have lost.

QUOTATION/THOUGHT FOR THE DAY/PRAYER:

"Be honest in your thoughts, words and deeds."

STORY: "THE RED BAG"

Little Laura travelled far into the park in search of her friends, Sherrel and Daisy. She wandered off far into the woods and felt as though she was lost.

"Help! Help!" she shouted, but no one heard her.

She became afraid and started to cry. She slowly walked along the long, lonely road and soon became very tired. The little girl wondered where her friends were and started calling their names, but no one answered her. She became so tired that she lay down beneath a shady tree and fell fast asleep. When she woke up she suddenly saw a shiny, red bag.

"What could this be? Whose bag is it? Maybe I should find out," she thought.

Slowly she picked up the beautiful bag and peeped inside it.

"Oh my! Look at this!" She became scared to touch it.

She started to think carefully, "What should I do? This doll and other toys belong to someone, but to whom?"

Suddenly she saw her two friends and they had a friendly laugh as they came closer.

“What’s the matter with you? Where have you been?” they asked.

“I wandered off into the fields while looking for you.”

She told them about the shiny, red bag which she had found. They all looked carefully at the toys and doll.

“What should we do now?” they wondered.

As they continued walking along the wet fields, they began to chat about what they should do. Laura suggested to her friends that the bag belonged to someone who may have lost it and was crying for it. Sherrel thought that they should go to the police and give them the bag. Daisy said that they should wait and see if someone would come along for the bag.

On their way they met a man who looked very sad. “Please, please, have you children seen a red bag?”

“What is in the red bag?” they asked curiously.

“Oh! There are toys and a beautiful doll in it for my little girl. I was taking it to my daughter when I suddenly fell ill and lost the bag.”

“We found this big, red bag in the park,” they told him and smiled as they gave the man his bag. The man felt very happy to get his bag. He gave them some of the toys for their honesty and thanked them very much. They smiled all the way until they reached home and told their parents what had happened on the way.

DISCUSSION:

1. How many children were there?
2. Why did Laura wander off into the woods?
3. Why was she afraid?
4. What did she find inside the bag?
5. What do you think she should do with the bag?
6. What did Laura think they should do with the bag? Give reasons.

7. What did Sherrel say they should do with the bag? Give reasons.
8. How did you feel when the girls gave the bag to the man?
9. What should you do if you find something at school that is not yours?
10. Give another title for the story.



ACTIVITY CHOICES:

1. Children chat in small groups about how they feel when they find something they have lost.
2. Children role-play the scene where they discuss what they should do with the bag.
3. Children draw the bag with the items it contains.

SONG: "I FOUND A PEN" (To the tune of "Bits of Paper")

I found a pen (2)

Whose is it? (2)

Let us find the owner, (2)

Thank you very much. (2)

FOLLOW-UP AND LIFE APPLICATION:

Children practise honesty: returning items found, speaking the truth, admitting to Mom or Dad that you did something you were told not to do.

PARENT'S PLEDGE

I will set a good example for my child.

I will show my children I love them every day through words and physical affection.

I will listen to my children and let them know I value what they say.

I will praise my child's accomplishments and efforts towards those accomplishments.

I will have realistic expectations for my children.

I will allow them to make their own mistakes and learn from those experiences.

I will avoid being too critical or focusing on my child's shortcomings.

I will encourage my child to meet new challenges and have new experiences.

I will respect my children as individuals even if I don't always agree with them.

I will enjoy my children and make time to share interests and appreciate one another.

I will love my children unconditionally.

I will let them know they are lovable, worthwhile and valuable human beings.

UNIT 1: TRUTH

LESSON: 3

VALUE: TRUTH

SUB-VALUE: TRUTHFULNESS

AGE: 3 to 11 years

OBJECTIVE: Pupils will speak the truth.

SILENT SITTING/ TUNING IN:

The children sit silently and think of a time when they had to decide if they should tell the truth or not. They are questioned on how they felt because they either told the truth or did not tell the truth.

QUOTATION/THOUGHT FOR THE DAY/PRAAYER:

“Be truthful at all times,” or “Always speak the truth.”

STORY: “SHOPPING FOR FRUITS”

Susan was a beautiful, young girl growing up in San Fernando. Her three brothers loved playing and having fun with her. Their parents taught them to be honest. One bright Friday morning Susan and her youngest brother went to the supermarket to buy some fruits. The other two brothers played a game of football as they awaited the delicious fruits.

In the supermarket, Susan and her brother looked around and chose lovely, brightly coloured fruits. As they received their change her brother asked her how much money she had. On checking their money, they realized that they had more money than they had paid.

“Excuse me Miss, look here, we now have more money than we paid,” said little Dave.

Looking surprised, the cashier discovered that she had given them the money they had paid, in addition to the change that was due to them. She felt very happy that they told her the truth and she thanked them very much for their honesty.

They were very happy and excited as they held the heavy bag of fruits. They had juicy oranges and portugals, shiny, red apples, pineapple, yellow, ripe bananas, big pommecytheres and delicious, red cherries which they would love to eat right away. Her brother Dave was upset that he could not get any of the fruits before reaching home so he started to cry and wince. Susan reminded him that the fruits must be washed before he could have them.

He begged, "I want just one to taste, please."

"You can get sick if you eat unwashed fruits," Susan said to him.

At that moment, he knew that she was telling him something good and important. "Thank you very much for reminding me of the importance of washing the fruits. This is so true. I will wait until I reach home," he said with a smile.



DISCUSSION:

1. How many children were in the family?
2. What did their parents teach them?
3. What did Susan and Dave buy?
4. How did they know that their change was wrong?
5. What did they do when they got the wrong change?
6. What would you have done? Give reasons.
7. Why did they tell the cashier the truth?
8. How did you feel when you heard them tell the truth?
9. How do you think their parents felt when they told them what happened at the supermarket?

ACTIVITY CHOICES:

1. Children talk about times when telling the truth was difficult because it would get them in trouble, but they told the truth.

2. Children role-play the scene in which the children inform the cashier about the incorrect change.

SONG: "GOOD-BYE" (To the tune of "Baa, Baa, Black Sheep")

Think what will happen if you tell lies

Surely it will come as no surprise

When all your friends say to you

We don't trust you so good-bye.

FOLLOW-UP AND LIFE APPLICATION:

Children will be truthful with family, friends, at school and wherever they may be.

FAMILY LOVE – Amado Ruiz de Nervo

I adore my dear mother,
I adore my dear father too.
No one loves me as much
As they know how to love me.

When I sleep, they keep watch over me;
When I cry they are sad with me;
When I laugh they smile with me:
My laugh is the sunshine for them.

They tenderly teach me
To be happy and nice
My father does his best for me;
My mother prays always for me.

I adore my dear mother,
I adore my dear father too.
No one loves me as much
As they know how to love me.

UNIT 1: TRUTH

LESSON: 4

VALUE: TRUTH

SUB-VALUE: EQUALITY

AGE: 3 to 11 years

OBJECTIVE: Pupils will understand that everyone should be treated equally.

SILENT SITTING/ TUNING IN:

The children sit quietly while their teacher takes them on a short imaginary journey to a room where there are children with different abilities.

QUOTATION/THOUGHT FOR THE DAY /PRAYER:

“Everyone is created with love and must be treated equally.”

STORY: “THE NEW BOY IN CLASS”

It was the first day of school. Little Videsh arrived at school with his mother and father. The children looked up at him as he sat on the wheelchair. One child scoffed and pouted his mouth on seeing this.

“Maybe his feet are hurting him or they are weak,” another boy thought.

Another child wondered, “Why is he not walking?”

Just then, little James walked up to him, took his hand and asked, “How are you, my little friend?”

Videsh looked up and gave him a warm smile as he said, “I am fine thank you, and how are you?”

“I am really happy to see you in my school,” his friend replied.

Videsh smiled, and holding his hands, asked him many questions about the school. Videsh told him that he wants to come to school and listen to stories, draw and sing like other children. James felt happy that his friend would attend school too and have fun with his classmates.

James introduced Videsh to his other friends and explained to them that Videsh had been in an accident when he was two years old and was unable to walk like they do. One by one, the

other children greeted Videsh with warm hugs and told him how happy they were to have him with them. They soon learnt how to help him and they all loved little Videsh very much.



DISCUSSION:

1. Why was Videsh in a wheelchair?
2. What had happened to him?
3. What did James do to make Videsh feel happy?
4. What would you have done to make him feel he is not different from you?
5. Why should you not treat him differently from the other children?
6. How could you help him?
7. Do you know of any other person like Videsh?
8. How can you help him/her feel he/she is as able as you?

ACTIVITY CHOICES:

1. Role - play the scene where James greets Videsh.
2. Children talk about times when they treated someone equally or with love.

POEM: "YOU AND ME"

I see the spark in you

It's the same bright spark in me

So I could never hurt you

It's the same as hurting me

You are my loving brother

It's as true as true can be

I see you up and ever around

And even a part of me.

FOLLOW-UP AND LIFE APPLICATION:

1. Children chat with their parents about treating everyone equally.
2. Children share their snacks equally among all at home.

If there is righteousness in the heart

There will be beauty in character.

If there is beauty in character

There will be harmony in the home.

If there is harmony in the home

There will be order in the nation.

When there is order in the nation

There will be peace in the world.

Sathya Sai Baba



WHAT THEY SAY ABOUT RIGHT ACTION/RIGHT CONDUCT

- “True religion is real living; living with all one’s soul, with all one’s goodness and righteousness. (Einstein)
- “Look only for the good in everything so you absorb the quality of beauty.” (Yogananda)
- “Righteousness exalteth a nation.” (Bible)
- “Right Conduct is the foundation for the welfare of humanity; it is the truth that is stable for all times. God is the embodiment of right conduct. His Grace is won by right conduct...He is right conduct. (Sai Baba)
- “Happiness is when what you think, what you say and what you do are in harmony.” (Gandhi)
- “Great acts are made up of small deeds.” (Lao Tzu)
- “This is the sum of duty; do naught unto others what you would not have them do unto you.” (Hinduism)
- “Strive that your actions day by day may be beautiful prayers.” (Bahai)
- “Judge each day not by the harvest you reap but by the seeds you plant.” (R. L. Stevenson)
- “Help ever, hurt never.” (Sai Baba)
- “The righteous man is the one who is truthful, just and charitable. He looks after My creations, respects them and protects them.” (Zoroastrianism)
- “I slept and dreamt that life was joy. I awoke and saw that life was service. I acted and behold, service was joy.” (Tagore)
- “Sow a thought, and you reap an act;
Sow an act, and you reap a habit;
Sow a habit, and you reap a character;
Sow a character, and you reap a destiny.” (Samuel Smiles)

UNIT 2: RIGHT CONDUCT

LESSON: 1

VALUE: RIGHT CONDUCT

SUB-VALUE: CLEANLINESS

AGE: 3- 11 years

OBJECTIVE: Pupils will understand that cleanliness is necessary for healthy living.

SILENT SITTING/TUNING IN:

The children close their eyes. "Imagine you are in a garden with beautiful flowers of all colours around you. The bees are buzzing around from flower to flower. The garden is neat and well-kept. You breathe in the sweet smell of the flowers and the clean, fresh air."

QUOTATION/ THOUGHT FOR THE DAY/ PRAYER:

"Keep a clean scene."

STORY: "THE UNTIDY BEAR"



Mama Bear and Papa Bear had two sons, Brent and Carl. They lived in a big cave inside the mountain. Brent and Carl had their own rooms.

Brent always kept his room tidy and clean. Carl did not care and he kept his room dirty and untidy. Mama Bear always spoke to Carl about keeping his room clean. She told him that living in a dirty room would get him sick. Carl paid no attention to what Mama said.

One day Carl fell sick. He could not go out to play with the other bears. He had to stay inside while Brent was able to go outside and play and have such fun. Carl was missing so much fun. He soon realized that he was sick because he kept his room dirty. The germs in his room got him sick.

Mama Bear had to take special care of him. After three whole days, he was better again. From that day, Carl started to keep his room clean and tidy.

DISCUSSION:

1. How many children were in the family?
2. Who kept his room dirty?
3. What could happen if you keep your room dirty?
4. How can you keep your room clean?
5. How can you keep your uniform clean?
6. How did you feel when Carl got sick?
7. What would you do if you returned home after school and found your room dirty?
8. Give another title for the story.

ACTIVITY CHOICES:

1. Children mime cleaning their room.
2. Children role - play Carl sick in bed and Mama attending to him.

SONG: "THIS IS THE WAY WE WASH OUR HANDS" (To the tune of "Here We Go Round the Mulberry Bush")

This is the way we wash our hands

Wash our hands, wash our hands

This is the way we wash our hands

To keep us very healthy.

(The teacher can continue with washing other parts of the body, for example : "This is the way we brush our teeth...")

FOLLOW-UP AND LIFE APPLICATION:

1. Children help to make up their bed and tidy their room.
2. Children help with chores at home to keep their environment clean.

UNIT 2: RIGHT CONDUCT

LESSON: 2

VALUE: RIGHT CONDUCT

SUB-VALUE: DILIGENCE

AGE: 3-11 years

OBJECTIVE: Pupils will understand that diligence/ hard work will help them achieve their goals.

SILENT SITTING/ TUNING IN:

The children are asked to close their eyes and think of one thing they would like to do really well....like playing a game...like reading well...like doing Math well...

QUOTATION/THOUGHT FOR THE DAY/ PRAYER:

Grant me the strength to work hard and to do better and better.

STORY: “JASON THE CRICKET CAPTAIN”

Jason was ten years old. He lived with his parents in the small village of Sangre Chiquito. He was an only child and his parents loved him very much.

One day, Jason was playing cricket with his friends. Soon it was his turn to bat. Jason waited excitedly to hit the ball. But lo and behold, he missed the ball completely and was clean-bowled. As he slowly walked back to the bench, he felt as if everyone was laughing at him. When Jason came home that evening he was looking very sad. His parents tried to find out what was troubling him but he kept on saying that nothing was wrong. He still went to the field every evening but he just watched the game. Many times his friends asked him to play, but he kept on refusing. His parents noticed that Jason was sad whenever he returned from the field, but he would not tell them why.

Finally, Jason's mother spoke to one of his friends named Dave and asked if he knew what was troubling Jason. At first, Dave did not want to say anything but he wanted to help his friend so he told Jason's mom what had happened. After dinner that evening, Jason's parents had a long talk with him and Jason told them he was sad because he did not think he could play cricket as well as his friends did.

His dad loved Jason very much and offered to teach him to be a good cricketer. Jason was very happy to spend time with his father. Every evening they played cricket and Jason kept

getting better and better. After practising with his dad every evening, he would still go and watch his friends play but he never joined them in the game although they asked him.

Jason kept practising with his dad and day by day he kept getting better and better. He never missed a day of practice. Finally, he felt that he was ready to play. That evening, Jason went to the field as usual. His friends again asked him to play and this time he said yes. As he took the bat and stood at the wicket, no one knew what to expect. Everyone looked on silently. As Peter bowled the first ball, Jason carefully hit the ball a short distance away. This continued until the fourth ball, which he hit hard and high. There was loud applause around the field because he had scored six runs. Jason jumped for joy. His friends could not believe their eyes. Was this the same Jason?

Jason's batting surprised everyone because they realized that he was now the best player on their team. He was beaming with happiness when his dad proudly hugged him.

"Well done, Jason...I always knew you could do it," his dad said.

Soon Jason was named Captain of the team and all this happened because he believed that he could do it and worked hard to achieve it.

DISCUSSION:

1. Where did Jason live?
2. How old was Jason?
3. What happened the first time Jason went to bat?
4. How did Jason feel?
5. If you were Jason, how would you have felt?
6. Why was Jason sad?
7. What did Jason's dad do to help him?
8. Has your dad ever helped you do something better? Tell of it.
9. How did working hard help Jason?
10. Why is it important to be good at anything you are doing?
11. What do you like about Jason?
12. What qualities do you need to practise to get better at anything you are doing?

ACTIVITY CHOICES:

1. Role - play the part of the story where Jason's mom talks to Dave; role - play as well the parts that follow .
2. Draw any scene from the story.

SONG: "DON'T GIVE UP AT ALL" (To the tune of "Que Sera Sera")

When I wish to improve

I ask myself

What should I do?

Should I do nothing?

Should I just wish?

Here's what I tell myself

Don't give up at all

No matter how sad you feel

You can make your wish come true

Don't give up at all.

FOLLOW-UP AND LIFE APPLICATION:

Try to do something that you cannot do well. Work hard at it. Practise and practise until you actually do it. Congratulations!



UNIT 2: RIGHT CONDUCT

LESSON: 3

VALUE: RIGHT CONDUCT

SUB-VALUE: RESPONSIBILITY

AGE: 3- 11 years

OBJECTIVE: Pupils will understand that they should help when the need arises.

SILENT SITTING/TUNING IN:

The children close their eyes. "Imagine you are in the park with your friends and you are having a delicious snack. A little squirrel has lost its way. It is hungry and it is coming towards you. You are stretching your hand out with a piece of bread and it comes and eats off your hand. Your tiny hand helps the lost squirrel... your tiny hand feels the squirrel nibbling."

QUOTATION / THOUGHT FOR THE DAY/ PRAYER:

"Help ever, hurt never"

STORY: "THE HELPFUL SISTERS"



It was two years since Daddy had died in a car accident. Mummy was left to take care of the two girls, Asha and Kate. Asha was ten years old and Kate was five. Mummy and the girls missed Dad very much. Life without Dad was not the same.

Mummy always had lots of work to do. She had to prepare meals and take the girls to school before going to her office. Sometimes Asha helped Mummy in the kitchen.

One day, Mummy was not feeling well. She could hardly get off the bed. Asha and Kate gave her a big hug and said to her, "Mummy, we love you very much; we will take care of you."

Next to their house, there was a pharmacy, so it was easy for Asha to get some medicine that Mummy had sent her to buy. In the mean time, Kate enjoyed holding and rubbing Mummy's hand.

Asha had learnt to make sandwiches from Mummy, so that morning, after giving Mummy her medicine, Asha prepared breakfast for all. By evening, Mummy was already feeling much better.

Mummy thanked the girls for taking responsibility when it was needed. She was so proud of them. That evening Mummy prepared their favourite meal. She also bought them gifts to show how pleased she was with them.

She told the girls, "It is your love that cured me so fast."

DISCUSSION:

1. How did Daddy die?
2. What things did Mummy do to take care of her family?
3. Was Mummy a "good" Mummy? Give reasons.
4. How do you make a sandwich?
5. Does Mummy or Daddy teach you to do little things around the house? What things do they teach you?
6. What things do you do at home to help?
7. Do you enjoy helping? Why?
8. How do you feel when you help someone?
9. How did you feel when Mummy got better?
10. Do you like Asha? Why?

ACTIVITY CHOICES:

1. Children mime making a sandwich.
2. Children use moulding clay to make a sandwich.
3. Children role-play the scene in which they give medicine to Mummy.
4. Children role-play an activity that requires them to help someone.

POEM/RHYME/SONG:

If it needs doing
Why not do it now?
Let us come together
To help one another,
Let us get in motion
To build a better nation,
To build a better world.

FOLLOW-UP AND LIFE APPLICATION:

1. Children help Mummy or Daddy with a task at home.
2. Children do chores at home.

PRAYER

Dear Father, teach me to understand the wisdom I hear
May I enjoy my lessons at school.
Help me to practise in my daily life all the good I learn.
May I feel Thee as Peace and Silence when I close my eyes.
I love to pray to Thee and to talk to Thee
I know Thou art ever listening
I bow to Thy Spirit within my heart.
Sri Sri Paramahansa Yogananda

UNIT 2: RIGHT CONDUCT

LESSON: 4

VALUE: RIGHT CONDUCT

SUB-VALUE: HELPFULNESS

AGE: 3-11 years

OBJECTIVE: Pupils will learn to help others.

SILENT SITTING/TUNING IN:

The children close their eyes. “Imagine you are looking at your little hands. You feel the strength in your fingers, your palms, your whole hand. Your hands have the strength to help you, your family, your teachers and other people. You are happy to have these hands and you will always use them well.”

QUOTATION/THOUGHT FOR THE DAY/PRAAYER:

“Help ever” or “Small opportunities to help others surround us every day”.

STORY: “ON THE FARM”



Once upon a time in Anna Regina there was a girl named Sarita. She was just eleven years old. She had two younger brothers, and together with her parents, they lived on a big farm. On the farm, her parents grew coconuts, bananas, corn and fruits, mainly mangoes and delicious, red cherries. They also had lots of chickens, cows, goats and a little grey donkey named Rick.

Sarita, who was the oldest of the three children, was very helpful. Every morning she got up really early, just as the sun was coming up. While her mother prepared breakfast for the family, and her father milked the cows, Sarita too became very busy. She went to the chicken pens with a basket and carefully collected the eggs that were lying in the sawdust that covered the floor. Full of excitement, she took them to the kitchen to show her mother.

She then came out with a bucket full of corn and carefully scattered the grains in the feeding area.

“Cluck! Cluck! Cluck!” went the chickens as they happily pecked away at the delicious, yellow grains.

It always made her happy to see them enjoying their meal. Sarita would then bring clean, fresh water and gently pour it into the drinking trays. As soon as she was finished there, she took a broom and swept the fallen mango leaves from around the pen. When everywhere was clean, she tidied herself and got ready for a hearty breakfast before setting out for school which was not far from where they lived.

DISCUSSION:

1. Where did Sarita live?
2. How many persons were there in her family?
3. What animals lived on the farm?
4. What crops did they grow on the farm?
5. What chores/work did Sarita do every day?
6. Was Sarita happy to help? How do you know?
7. What chores do you do at home?
8. How do you feel when you help?
9. How do your parents feel when you help them?
10. What do you like about Sarita?
11. What does this story mean to you?

ACTIVITY CHOICES:

1. Children mime Sarita’s actions: picking up the eggs and placing them in the basket; scattering corn for the chicks; pouring water into the trays; and sweeping the mango leaves.
2. Draw and colour Rick, the donkey, or any of the other animals on the farm.

SONG: "HELP EVER" (To the tune of "Baa, Baa, Black Sheep")

Help, help, every day

In every way you can

Makes you responsible, loving and kind

Makes you smile, this is so sweet

Makes Mom happy, Dad feels great

Help, help every day

In every way you can

Makes you responsible, loving and kind.

FOLLOW-UP AND LIFE APPLICATION:

Help your mother/father/ brother/sister or some other family member with simple chores.

GIVING YOUR BEST - Anonymous

It's the hand we clasp with an honest grasp
That gives a hearty thrill;
It's the good we pour into others' lives
That comes back our own to fill.
It's the dregs we drain from another's cup
That makes our own seem sweet;
And the hours we give to another's need
That makes our life complete.
It's the burdens we help another bear
That makes our own seem light
It's the anger seen for another's feet
That shows us the path to right.
It's the good we do each passing day,
With a heart sincere and true;
In giving the world your very best
Its best will return to you.

UNIT 2: RIGHT CONDUCT

LESSON: 5

VALUE: RIGHT CONDUCT

SUB-VALUE: HEALTHY LIVING

AGE: 3-11 years

OBJECTIVE: Pupils will learn that eating healthy foods and engaging in outdoor activity contribute to their health.

SILENT SITTING/ TUNING IN:

The children close their eyes. "Imagine it is early in the morning. You are walking in the warm sunshine. You feel the sunshine gently flowing through your whole body.... feel the warmth go through your whole body right down to your finger tips up to your tummy and right down to your toes... and back to the place between your eyebrows. Hold it there and become one with the sunshine. You are now the sunshine...you feel happy and healthy."

QUOTATION/THOUGHT FOR THE DAY/PRAAYER:

"Eat smart," or "Eat healthy."

STORY: "THE LITTLE BOY WHO GOT SICK"

Not very long ago, nearly everyone was healthy. The healthy people ate healthy food. They drank lots of water and especially loved fruits and vegetables. They ate no junk. They exercised often, and children enjoyed themselves playing games, skipping, running and jumping about outside. The earth was a healthy place. The air was clean and fresh. Both children and adults were full of joy and happiness.

As time went by, this healthy way of living began to change. It changed slowly. Towns began springing up everywhere. The villages were becoming smaller and smaller. Many people were leaving to go to the towns to look for easier work. Lovely green farms full of healthy crops died. There were fewer and fewer animals. How sad it was.

The towns were growing bigger and bigger. They were becoming busier and busier. Roads were jammed with traffic. Smoke and dust choked the once clean air. The pretty blue sky now looked grey and sad. How noisy were the streets and shops. People were stressed. They were getting too busy. Many of them began feeling ill, but they did not know why. They were losing the feeling of joy and happiness they once had.

Many mamas had little time to cook. Many little boys and girls no longer ate healthy food. Pizza, doubles, fries, soft drinks, ice cream and sweets became their daily meal. The children loved these. They were so delicious! Really delicious ... they licked their tiny fingers! They wanted more and more! And some of them did have more and more!

There was one little boy in particular, a healthy little boy, who grew very, very ill. He felt tired all the time. He had no energy to run about and play with his friends. He just wanted to stay inside the house, sitting or lying about. Before long he did not wish to do anything. He grew unhappy. He lost his sweet little smile. Mama and Papa decided that he had to visit the doctor.

It was a long time before Dr Fit King found out that the delicious tasting junk was causing the little boy's illness. Dr King gave him no pills or injections to make him better. The little boy's cure was eating healthy food, especially fruits and vegetables, drinking lots of water and playing happily and joyfully with his friends outside. All of this soon made the little boy very well.



DISCUSSION:

1. What did the healthy people eat?
2. What did the healthy people not eat?
3. What did the children enjoy doing?
4. Why should you play games outside?
5. Why were the villages getting smaller?
6. What did the towns feel like?
7. What made the little boy ill?
8. What made him better?
9. How did you feel when the boy got ill?

10. Give examples of healthy snacks you can eat.
11. What should you eat to be healthy?
12. What should you do to be healthy?

ACTIVITY CHOICES:

1. Children draw their favourite fruit or vegetable.
2. Each child brings a fruit to school. The children and the teacher make a fruit salad with these fruits. Children use plastic knives to cut the fruits.
3. The class creates an ABC of fruits and vegetables. For each letter the children draw a fruit or vegetable that begins with that letter. The teacher divides the letters by the number of children in the class.
4. Children use fruit or vegetable cut-outs dipped in colour to make paper place mats.
5. Each child brings to school a vegetable for preparing a class soup.

SONG: (To be sung to the tune of “**Row, Row, Row Your Boat**”)

Eat, eat, eat your fruits

And your veggies too

Heartily, heartily eat them up

Healthy you will be.

FOLLOW-UP AND LIFE APPLICATION:

Children eat healthy food, including fruits and vegetables, daily. They drink lots of water and they play outside every day.

They will report to their teacher what foods they eat during the week so their teacher can list them under “Goodies” or “Baddies”.

PEACE



SELF-
RESPECT

SELF
ACCEPTANCE

CALM

ATTENTION

CONCENTRATION

FOCUS

SATISFACTION

CONTENTMENT

DISCIPLINE

REFLECTION

INNER
SILENCE

UNDERSTANDING

WHAT THEY SAY ABOUT PEACE

- “Peace comes from within. Do not seek it without.”(Buddha)
- “Peace- it can only come from the fountain of peace within.” (Sai Baba)
- “If we have no peace it is because we forget that we belong to each other.” (Mother Teresa)
- “Peace is the altar of God, the condition in which happiness exists.” (Yogananda)
- “We can never obtain peace in the outer world until we make peace with ourselves.” (Dalai Lama)
- “Let there be peace on earth and let it begin with me.” (Barbara Miller)
- “The more tranquil a man becomes, the greater is his success, his influence, his power for good. Calmness of mind is one of the beautiful jewels.” (James Allen)
- “You will give yourself peace of mind if you perform every act of your life as if it were your last.”(Marcus Aurelius)
- “Peace is always beautiful.” (Walt Whitman)
- “You find peace not by rearranging the circumstances of your life, but by realizing who you are at the deepest level.” (Eckhart Tolle)
- “For a day, just for one day
Talk about that which disturbs no one
And bring some peace into your beautiful eyes.” (Poems of Hafiz)
- “You may say I’m a dreamer, but I’m not the only one. I hope some day you’ll join us.
And the world will live as one.” (John Lennon)
- “An eye for an eye will only make the whole world blind.” (Gandhi)
- “Do not be afraid to take a chance on peace, to teach peace, to live peace...Peace will be the last word of history.” (Pope John Paul 11)

UNIT 3: PEACE

LESSON: 1

VALUE: PEACE

SUB-VALUE: RESPECT FOR RULES

AGE: 3 – 11 years

OBJECTIVE: Pupils will understand that rules are to be followed/ respected.

SILENT SITTING/ TUNING IN:

The children are asked to close their eyes as the teacher repeats the prayer.

QUOTATION/THOUGHT FOR THE DAY/ PRAYER:

“O Lord, give us the power to do as we are told.”

STORY: “DANGER: KEEP AWAY”

Darren was seven years old. He and his friends attended a primary school in Chaguanas. They were good students and did well in school. Every afternoon after school, Darren and his friends, like most children, loved to go and find exciting things to do. Sometimes, they would play cricket or football in the nearby savannah; sometimes, they would catch fish in the nearby drains or chase butterflies. At times, they would even climb trees.

There was a pond in the savannah where they played but there was a wire fence to keep out anyone from entering. On the fence, there was a large, red sign which read "DANGER: KEEP AWAY".

The boys could not understand what was the danger. They wondered what was all the fuss about. The pond was very still and there were beautiful lilies growing in it. They thought, "What could be dangerous about this pond?"

Every time they passed the pond, they became more and more curious.

One day, they could no longer contain their curiosity. They looked around and there was no one in sight so they decided to sneak in. One by one, they climbed over the fence and tip toed to the edge of the pond. There they saw yellow and pink lilies and colourful fish swimming in the water.

Suddenly, a water bird which was nesting in the lilies became startled and flew up. Darren lost his balance and fell into the water. He could not swim and started to shout, "Help! Help!" His

friends could not swim either, so they could not help him. The water was deep but because the lilies were thick, Darren was able to hold on for dear life. A passerby heard the cries for help and quickly climbed over the fence to help Darren. He pulled him out of the pond and back to safety.

The boys were all very thankful and made a promise that they would never break the rules again.



DISCUSSION:

1. How old was Darren?
2. Where was his school?
3. What kind of students were Darren and his friends?
4. Name two things that Darren and his friends did after school?
5. What was written on the sign outside the pond?
6. What did the boys decide to do that day?
7. What happened to Darren?

8. Why were his friends not able to help Darren?
9. If you were one of Darren's friends, what would you have done?
10. What promise did Darren and his friends make?
11. Have you ever broken a rule? What happened because you broke the rule?
12. What lesson did it teach you about rules?
13. Is it important to have rules in school? At home? At play? Give reasons.

ACTIVITY CHOICES:

1. Draw a picture of Darren and his friends climbing the fence.
2. Act out the part of the story when Darren falls into the water.

SONG: "O BE CAREFUL LITTLE EYES WHAT YOU SEE"

O be careful little eyes what you see (2)

There's a Father up above

And He's looking down in love

So be careful little eyes what you see.

O be careful little feet where you go (2)

There's a Father up above

And He's looking down in love

O be careful little feet where you go.

FOLLOW-UP AND LIFE APPLICATION:

1. Students obey all rules set for them by Mummy or Daddy.
2. Make up three rules which will keep you safe while you are playing.

UNIT 3: PEACE

LESSON: 2

VALUE: PEACE

SUB-VALUE: SELF-CONTROL

AGE: 3-11 years

OBJECTIVE: Pupils will understand that they cannot always have what they want.

SILENT SITTING/ TUNING IN:

The children are asked to close their eyes. "Imagine you are in a beautiful garden filled with flowers of all kinds. You love the colours you see. You listen to the birds singing so sweetly in the garden. You smell the flowers...the grass is so soft under your little feet as you walk... you love everything in the garden... you feel so full of love and joy."

QUOTATION/THOUGHT FOR THE DAY/PRAYER:

"What we like/The things we like may not always be good for us."

STORY: "MARSHA'S LOVE FOR SWEETS"

One day, Marsha, a six-year-old girl, accompanied her parents to the grocery. There were so many delicious snacks on the grocery shelves and Marsha was excited. She wanted all of them.

"Mummy, can I have some of these sweets, please?" Marsha begged.

"Okay, Marsha," replied her mom. Marsha screamed in delight. While going through another aisle, Marsha again begged, "Mummy, can I have some of these as well?"

"Okay," Mummy replied, "but no more sweets. Okay, Marsha?"

"Okay, Mummy. Thanks so much."

On reaching home, Marsha kept begging her mother to give her some sweets. Mummy's reply was, "Marsha, it's almost dinner time and you will not be able to enjoy your dinner if you eat sweets now. You will get them tomorrow."

Marsha was disappointed and became very quiet. When Mummy was not looking, however, Marsha grabbed some sweets and went to her bedroom where she ate them all very quickly. Soon, she began to feel very upset and her stomach started to hurt. After a while the pain

became unbearable and she started to cry. Mummy heard her crying and went up to see what was wrong.

"What's wrong, Marsha?" asked Mummy.

"My stomach hurts very badly, Mummy," replied Marsha.

"Did you eat anything, Marsha?" asked Mummy.

"I...I had a few sweets, Mummy," Marsha stammered in fright.

She then ran to the bathroom where she vomited. Her mummy then rubbed her stomach and gave her some medicine. She was feeling so sick that she could not even have dinner. When she felt better, Mummy pointed out to Marsha that everything that happened was because she ate too many sweets even though she was warned not to do so. Marsha realised that her love for sweets had gotten her into trouble. She knew then that even though you may love something, too much could be bad for you. She didn't ever want to feel that way again!



DISCUSSION:

1. Where did Marsha go with her parents?
2. What items attracted Marsha's attention?
3. Why did Mummy not want to give Marsha the sweets?
4. What did Marsha do when Mummy was not looking?
5. Have you ever done something like this? Is it right? Give reasons.
6. How did Marsha feel after eating the sweets?
7. What did Marsha tell her Mummy?
8. If you were Marsha's mummy, what would you have done?
9. What did Marsha learn after this?
10. Would you have taken the sweets? Give reasons.

ACTIVITY CHOICES:

1. Pupils act out the scene when Marsha begins to feel sick after eating the sweets.
2. Draw a picture of Marsha and her parents in the grocery.

SONG: To the tune of "Twinkle, Twinkle, Little Star"

Self-control means saying no

Want no more, I want no more

Self-control means that's enough

Want no more, I want no more

Self-control means that's enough

Self-control says woh, woh, woh!

FOLLOW-UP AND LIFE APPLICATION:

Practise self-control: eat fewer sweets and more fruits. Drink less soft drink and more water.
Watch less television and read more.

UNIT 3: PEACE

LESSON: 3

VALUE: PEACE

SUB-VALUE: PATIENCE

AGE: 3-11 years

OBJECTIVE: Pupils will understand that patience is needed to do anything successfully/ achieve success.

SILENT SITTING/TUNING IN:

The children are asked to sit with their backs straight and close their eyes. "Imagine that you are alone in a garden of beautiful flowers. You are sitting on the grass. Flowers are waving gently ...and some butterflies are flying closely around them...touching the flowers and then flying off. It is very quiet. Enjoy the stillness, the peace around you."

QUOTATION/THOUGHT FOR THE DAY/PRAYER:

Teach me to be patient with myself

And to be patient in all I do.

STORY: "THE SICK SHEEP"

Deep in the peaceful Berbice countryside, Tariq and Rehanna lived with their parents. They were teenagers. Their parents were farmers who grew huge fields of rice. They also reared cows, sheep and goats.

Tariq loved animals. Most evenings after school, he found time to play with them, especially the sheep because they were his favourite animals. He loved listening to their soft " Baa...Baa."

He found it so peaceful and comforting. The sheep loved him too. They always let him pet them.

It was vacation time. So one morning, Tariq and Rehanna took them far out into the bushes. Here the grass was soft and delicious. What a treat they were having! While the sheep were enjoying the delicious grass, the children went further away looking for wild berries in the bushes.

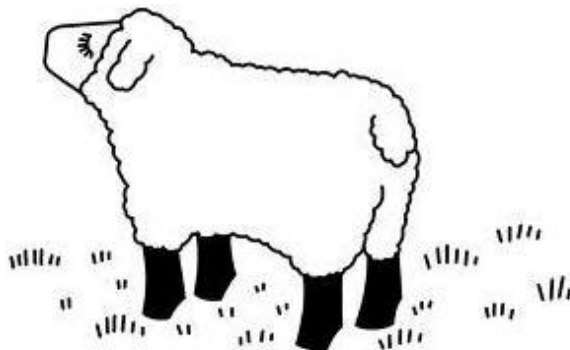
All of a sudden, they heard sheep bleating loudly. They sounded frightened. Tariq and Rehanna moved through the bushes as fast as they could to reach them. On reaching, they saw one of

the sheep lying lifeless on the ground. The children were very scared. They looked all around them but saw nothing.

They thought of running home to get their parents but they were afraid that the sheep would die if they left it. So with great difficulty they lifted the sheep on to their shoulders and began walking home. All the other sheep followed. Home was some distance away. The sheep was heavy and as they walked, they thought of putting it down, but they continued patiently on. They strained under the weight of the sheep for it was a big animal. They continued patiently on even though their feet could hardly carry them.

The journey home seemed as if it would never end. They were tired but they continued patiently on. When they finally reached home, their parents and the two children looked after the sheep. They stayed up most of that night patiently taking care of it. By morning, the sheep was a little better but it was still not feeding. Tariq was worried. He knew that it would take time for the sheep to get better. He spent the next day patiently taking care of it. He even had his meals in the pen. Late in the evening, he tried giving it a few blades of grass. He did so very patiently, bit by bit, and to his surprise, the sheep began nibbling at the grass. How happy Tariq felt! So he took some water and patiently, drop by drop, he gave it to the sheep.

The next morning, before sunrise, Tariq hurried to the pen. The sheep was getting better and better. Patiently, Tariq cleaned it, fed it, and even talked to it. By the end of the week, the sheep was bleating happily, much to the family's joy. Patience and loving care certainly did it.



DISCUSSION:

1. Where did Tariq and Rehanna live?
2. What animals lived on their farm?
3. Which animal was Tariq's favourite?

4. What is your favourite animal?
5. Did the sheep like Tariq? How do you know?
6. What do you think got the sheep sick?
7. What did the children do when they saw the lifeless sheep?
8. What would you have done?
9. What did Tariq show as he lovingly took care of the sheep?
10. Was taking care of the sick sheep easy? Give reasons.
11. How must you act when you have something difficult to do?
12. Was there a time when you were patient? Children share experiences.

ACTIVITY CHOICES:

1. In pairs, children mime carrying the heavy sheep on their shoulders.
2. Role-play the scene between the children and their parents when they arrive home with the sick sheep.
3. Draw and colour a picture of the sheep when it got better.

SONG: "PATIENCE" (To the tune of "The Mulberry Bush")

Patience is the way I take my time

Take my time (2 times)

Patience is the way I take my time

So early in the morning.

Patience is the way I stand in line

Stand in line (2 times)

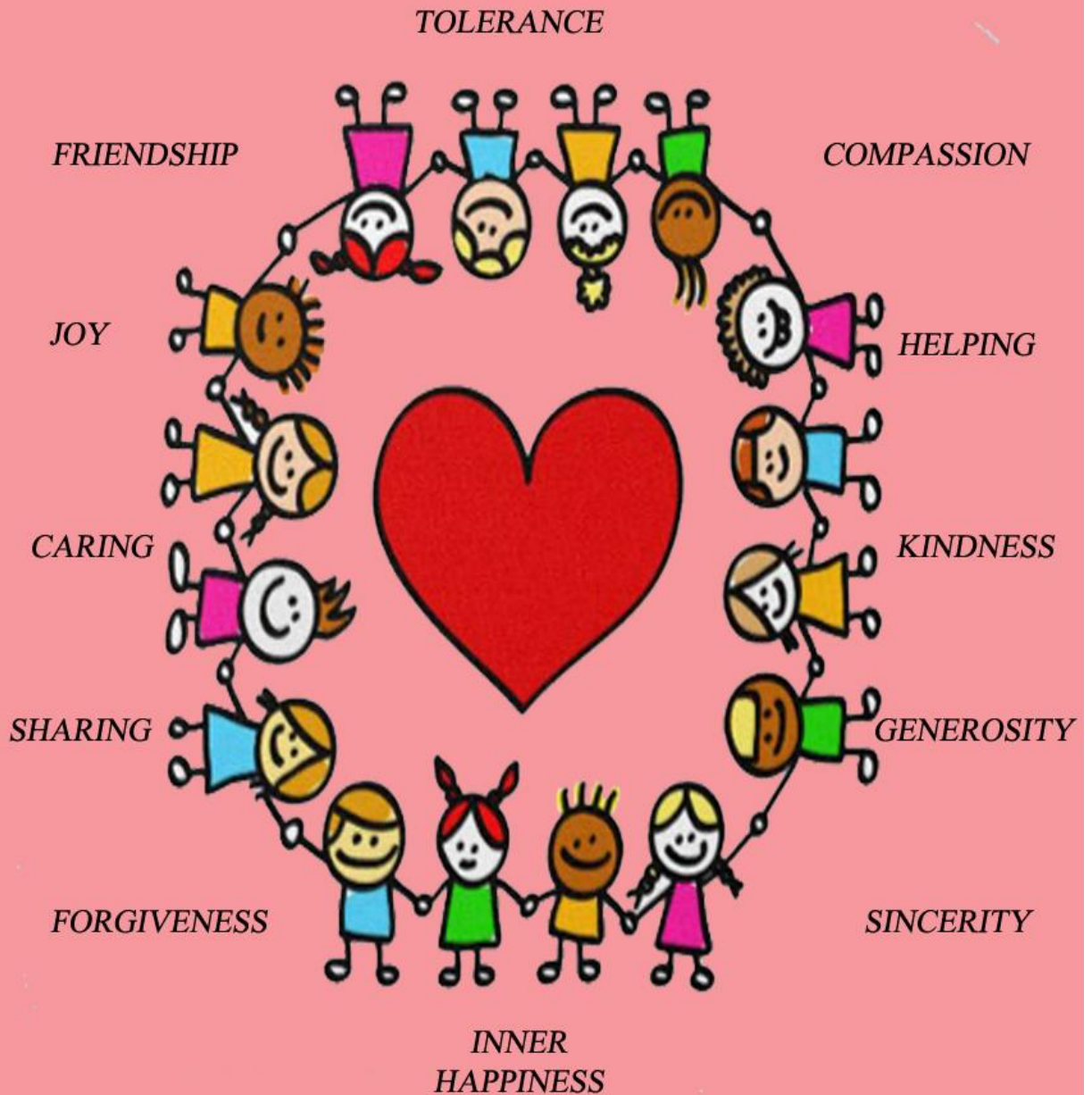
Patience is the way I stand in line

So early in the morning.

FOLLOW-UP AND LIFE APPLICATION:

1. Plant a bean/seed in a jar. Take care of it every day. Also, send loving thoughts to it and watch it grow.
2. Practise patience by learning table manners involving patience such as waiting for Mom or Dad or an older brother or sister to put gravy on your plate, or to pour hot tea into your cup.
3. Practise patience by waiting for the prayer/grace to be said before you begin to eat.

LOVE



WHAT THEY SAY ABOUT LOVE

- “Your task is not to seek for love, but merely to seek and find all the barriers within yourself that you have built against it.” (Rumi)
- “Be universal in your love. You will see the universe to be the picture of your own being.” (Shri Chinmoy)
- “I have found the paradox: that if you love until it hurts, then there can be no more hurt, only love.” (Mother Teresa)
- “Start the day with love; spend the day with love; fill the day with love; end the day with love; this is the way to God.” (Sai Baba)
- “Love is all we have - the only way each can help the other.” (Euripides)
- “This is my simple religion. There is no need for temples, no need for complicated philosophy. Our own brain, our own heart is our temple; the philosophy is kindness.” (Buddha)
- “Love your neighbour as yourself.” (Bible)
- “Friendship is always a sweet responsibility, never an opportunity.” (Gibran)
- “Kindness in words creates confidence. Kindness in thinking creates profoundness. Kindness in giving creates love.” (Lao Tze)
- “He who comes to do good knocks at the gate; he who loves finds the gate open.” (Tagore)
- “Listen with ears of tolerance; see through eyes of compassion; speak with the language of love.” (Rumi)
- “Not all of us can do great things. But we can do small things with great love.” (Mother Teresa)
- “All things are beautiful seen through the eyes of love.” (Sai Baba)

UNIT 4: LOVE

LESSON: 1

VALUE: LOVE

SUB-VALUE: CARING (PLANTS)

AGE: 3-11 years

OBJECTIVE: Children will appreciate flowers and know that plants need lots of care to grow and give us flowers.

SILENT SITTING/TUNING IN:

Soft music is played. The children look at a vase of beautiful flowers. They close their eyes. "Imagine you are walking in a garden full of beautiful flowers. There are lots of butterflies hovering around the flowers. You love the flowers. The scene is beautiful."

QUOTATION/THOUGHT FOR THE DAY/PRAYER:

"I am so beautiful; I am a flower in God's garden."

PRAYER:

Thank You God for the flowers You have made,
When we see how beautiful they are, we think of You.

STORY: "THE FLOWER PLANT"

One day Arjoon and Anjali were playing with a ball in the garden when the ball went behind the mango tree.

"I'll get the ball," said Arjoon.

After a short while, he called out to Anjali to see something. It was a tiny flower plant in a broken flower pot.

"Oh Arjoon! What can we do to help this flower?" asked Anjali.

Arjoon said, "Let's take it inside and ask Mummy for a new pot. She will show us how to plant it, and take care of it, so it can grow big and strong."

Mummy helped the children put the little plant in a flower pot and told them that it will need lots of sunlight, water and love to grow big and strong. So every day Arjoon and Anjali watered

the plant, and gave it lots of love. Soon it got bigger, and on all the branches grew lovely, yellow flowers.



DISCUSSION:

1. What were Arjoon and Anjali doing in the garden?
2. Where did the ball go?
3. What did Arjoon see behind the mango tree?
4. What did the children do about the flower in the broken pot?
5. Do you like flowers? Why?
6. What would you have done if you had found the flower plant in the broken pot?
7. How did Arjoon and Anjali feel when they saw the plant covered with flowers?
8. How can you take care of plants?

ACTIVITY CHOICES:

1. Children draw and colour flowers.

2. Children make a card for their parents using flower cut outs.
3. Children plant flower seeds in school and look after them.

SONG: To the tune of "**Bits of Paper**"

I love flowers, I love flowers
If you look, you will see
Many little flowers, many little flowers
Are watching you, watching me.

FOLLOW- UP AND LIFE APPLICATION:

1. Children make a flower garden by planting marigold, zinnia and periwinkle seedlings.
Children plant these seedlings in pots if they do not have space for a garden.
2. Children observe plants, trees and flowers and appreciate them.
3. Children practise caring and patience.

SUCCESS

Success is speaking words of praise,
In cheering other people's ways,
In doing just the best you can,
With every task and every plan.
It's silence when your speech would hurt,
Politeness when your neighbour's curt.
It's deafness when the scandal flows,
And sympathy with others' woes
It's loyalty when duty calls,
It's courage when disaster falls.
It's patience when the hours are long,
It's found in laughter and in song,
It's in the silent time of prayer,
In happiness and in despair.
In all of life and nothing less,
We find the thing we call success.

Anonymous

UNIT 4: LOVE

LESSON: 2

VALUE: LOVE

SUB-VALUE: KINDNESS

AGE: 3-11 years

OBJECTIVE: Children will show kindness to others, especially the aged and ill.

SILENT SITTING/TUNING IN:

“Close your eyes and imagine seeing your parents and grandparents... how they love you, care for you and give you everything you need.”

QUOTATION/ THOUGHT FOR THE DAY/ PRAYER:

“Love all, serve all.”

STORY: “KIND JOHNNY”



One day, Mummy sent Johnny to the grocery to buy some items for her. On his way back from the grocery, Johnny saw an old lady sitting on a bench at the side of the road. She looked sad, so Johnny asked her what was the matter. She told him that she was very hungry. Johnny told her to wait there and he would bring some food for her. On reaching home, Johnny asked his mother to prepare some food and drink and took them to the old lady. She was very happy and blessed him. Johnny's mummy was proud of him. She said that by serving others you are serving God.

DISCUSSION:

1. Where did Johnny's mother send him?
2. Whom did he see along the way?
3. How did the old lady look?
4. What did the old lady need?
5. How did the old lady feel when she received the food?
6. What did the old lady do after receiving the food?
7. Have you ever helped someone in need?
8. When you are kind to someone, how does he/she feel?
9. How does helping someone in need make you feel?
10. Do you like Johnny? Give reasons.

ACTIVITY CHOICES:

1. In groups, children chat about how they helped a person in need.
2. Children draw the old lady and Johnny.

SONG: "LOVE ALL SERVE ALL"

Love all serve all, listen to the call of the Lord

Love all serve all, this is the call of the Lord

See no evil, hear no evil, speak no evil says the Lord

Think no evil, do no evil, Love all serve all says the Lord

FOLLOW-UP AND LIFE APPLICATION:

1. Children, together with their parents, visit and spend some time with a lonely, old person in the community.
2. Children identify someone in their neighbourhood/ community who needs help.
3. Children think about and appreciate how much they have - food, clothes, books, toys, love of their family, and love of God.

4. Children practise sharing and caring.
5. Children will ask their parents for and will bring to school a non-perishable food item for preparing a food hamper for a needy person.

WHOSE CHILD IS THIS?

"Whose child is this?" I asked one day
Seeing a little one out at play.

"Mine," said the parent with a tender smile

"Mine to keep a little while

To bathe his hands and comb his hair

To tell him what he is to wear

To prepare him that he may always be good

And each day do the things he should."

"Whose child is this?" I asked again

As the door opened and someone came in.

"Mine," said the teacher with the same tender smile

"Mine, to keep just for a little while

To teach him how to be gentle and kind

To train and direct his dear little mind

To help him live by every rule

And get the best he can from school."

"Whose child is this?" I asked once more

Just as the little one entered the door.

"Ours," said the parent and the teacher as they smiled

And each took the hand of the little child.

"Ours to love and train together

Ours this blessed task forever."

Author unknown

UNIT 4: LOVE

LESSON: 3

VALUE: LOVE

SUB-VALUE: SHARING

AGE: 3-11 years

OBJECTIVE: Children will understand what sharing means and practise sharing all day , whether it is sharing time, space or materials.

SILENT SITTING/TUNING IN:

The children close their eyes and imagine a lovely, green play ground with lots of children playing games together.

QUOTATION/THOUGHT FOR THE DAY/PRAYER:

“I will share today in every way.”

PRAYER:

Dear God, I thank you for a healthy body with a loving heart inside of me.

I will always love everyone.

STORY: “BILLY BULLY THE GOAT”

Lots of animals are playing in the playground. Duck is on the slide. Cow is playing with the hula-hoop. Pig is on the see-saw. Other animals are playing with their toys. Billy Bully, the goat, arrives on the play ground and looks around. He is planning to take charge of things. He pushes Duck off the slide. He pulls the hula-hoop away from Cow. He throws Pig off the see-saw. He takes away the toys from the other animals and has everyone crying.

Billy Bully, the goat, now goes up and down the slide, but is all alone. It is not much fun. He plays with the hula-hoop, but again, he does not have anyone to play with and it is not much fun. He plays with the see-saw and the toys but again he has no one to play with. He is not enjoying himself. Billy Bully is feeling blue. He does not know what to do. He sits and thinks and gets a wonderful idea. He goes to Duck, says sorry and hugs him and puts him back on the slide. He hugs Cow and returns the hula-hoop. He places Pig back on the see-saw and returns the toys to the other animals. Billy Bully then goes and plays on a nearby slide and all the animals have fun playing together.



DISCUSSION:

1. What were the animals doing in the playground before Billy Bully arrived?
2. What did Billy Bully do to all the animals?
3. How did the animals feel when Billy Bully was mean to them?
4. How do you feel when someone bullies you?
5. Did Billy Bully enjoy himself playing alone? Give reasons.
6. How did Billy Bully go about making friends with the animals?
7. How do you feel when you work and play with others?
8. How do others feel when you work and play with them?

ACTIVITY CHOICES:

1. Children role - play the story.
2. Children make faces on brown paper bags showing various emotions: happy, sad, angry.
3. Children share a box of cookies.

SONG: "THE MORE WE ARE TOGETHER"

The more we are together, together, together

The more we are together, the happier we shall be

For your friend is my friend and my friend is your friend

The more we are together, the happier we shall be.

FOLLOW-UP AND LIFE APPLICATION:

1. Children will not bully anyone.
2. Children will avoid bullies.
3. Children report any incidents of bullying to their parents and teachers.

A WISH FOR MY CHILD - Donna Dargis

If there could be only one thing in life for me to teach you

I would teach you to love.

To respect others so that you may find respect in yourself,

To learn the value of giving, so that if ever there comes a time in your life that somebody really needs, you will give.

To act in a manner that you would wish to be treated,

To be proud of yourself,

To laugh and smile as much as you can in order to bring back joy into this world,

To have faith in others, to be understanding,

To stand tall in this world and learn to depend on yourself,

To take only from this earth those things which you really need, so there will be enough for others,

To not depend on money or material things for your happiness, but to learn to appreciate the people who love you,

The simple beauty that God gave you

And to find peace and security within yourself.

To you, my child, I hope I have taught all of these things for they are love.

UNIT 4: LOVE

LESSON: 4

VALUE: LOVE

SUB-VALUE: SHARING

AGE: 3-11 years

OBJECTIVE: Pupils will understand that sharing gives happiness.

SILENT SITTING/TUNING IN:

The children are asked to sit with their backs straight and close their eyes. "Imagine you are looking at the sky. It is blue. It is so big. In the sky, you see heaps of lovely white clouds of many different shapes. You wish you could sail up to them and get a lovely ride on them. It would make you feel so happy."

QUOTATION/ THOUGHT FOR THE DAY/PRAYER:

"Sharing gives happiness."

STORY: "THE TWO WILD HORSES"

It was a day of bright sunshine in the Rupununi Savannah. There were big patches of white clouds in the blue sky. The trees stood still. Not a leaf stirred. There was calm everywhere. Cattle grazed lazily in the midday heat.

It happened that two wild horses were travelling across the Savannah. They were searching for water. They had not drunk water for the whole morning, and they were very thirsty. Their tongues felt dry. Suddenly, they both sniffed the air and realized that water was nearby. Through the bushes they went excitedly, following the delicious smell. They could not wait to get to the water. Soon they came upon a very small pool of water. Oh... how cool and refreshing it looked!

The pool was very small though. It was not big enough for both of them to drink at the same time. Suddenly, the bigger of the two horses roughly pushed aside the smaller one, kicking her with its hind legs. The smaller horse kicked back, and soon they were having a nasty fight, whipping each other with their long, bushy tails. They were so busy with their actions that they did not notice another horse step up to the pool and take a long, refreshing drink. They heard only his satisfied gurgle. How delicious the water tasted. How happy and refreshed the horse felt.

Immediately, they stopped and looked at each other. Together, they realized what a waste of time and energy it was to be so mean. So, one at a time, they had lots of drinks, sharing with each other and the other horse as well. How happy they all felt.



DISCUSSION:

1. What kind of day was it?
2. Where were the cattle grazing?
3. What were the wild horses looking for?
4. Why couldn't the two horses drink at the same time?
5. What did the bigger horse do?
6. Would you have done that? Give reasons.
7. How did you feel when they were fighting?
8. What happened while they were busy fighting?
9. What lesson did they learn?
10. How did they feel when they shared the water?
11. What things do you share: (a) at school? (b) at home?

12. How do you feel when you share?
13. Tell of a time when you shared.
14. How do you think others feel when you share with them?
15. Sharing means not only giving “things” to others. What else can we share?

ACTIVITY CHOICES:

1. The teacher puts children in pairs to share their snacks during break.
2. Role -play the scene where the two horses realize they were being mean. They must mention in the scene that they must share.
3. Children draw and colour the horses happy at the end, or the small pool of water.

RHYME:

Sharing is caring

Sharing is loving

Sharing is giving

Loving is sharing.

FOLLOW-UP AND LIFE APPLICATION:

Children allow their siblings to play with their toys. They play together; they do other activities together. They share their snacks.

ZOROASTRIAN PRAYER FOR PEACE

We pray to God to eradicate all the misery in the world:
That understanding triumph over ignorance,
That generosity triumph over indifference,
That trust triumph over contempt,
And that truth triumph over falsehood.

NON VIOLENCE



WHAT THEY SAY ABOUT NON-VIOLENCE

- “The Earth is but one country, and mankind is its citizens.” (Baha’u’llah)
- “I love you my brother, whoever you are, whether you worship in your church, kneel in your temple, or bow in your mosque. You and I are children of one faith, for the diverse paths of religion are fingers of the loving hand of the one Supreme Being, a hand extended to all, offering completeness of spirit to all, eager to receive all.” (Gibran)
- “Non-violence- its seat is in the heart, and it must be an inseparable part of our being.” (Gandhi)
- “Strive constantly to serve the welfare of the world; by devotion to selfless work, one attains the supreme goal of life. Do your work with the welfare of others always in mind.” (Bhagavad Gita)
- “All God’s creatures are His family, and he is the most beloved of God who does good to God and His creatures.” (Prophet Muhammad)
- “Act ever in the consciousness of your divinity and recognize in each being a brother and a child of God. The whole world is one family.” (Sai Baba)
- “At the centre of non-violence stands the principle of love.” (Martin Luther King)
- “All men and women should mutually love one another and live as brothers and sisters bound by the indestructible bond of Humanity.” (Zoroastrianism)
- “Love all God’s creation, the whole and every grain of sand of it. Love every leaf, every ray of God’s light, love the animals, love the plants, love everything. If you love everything, you will perceive the divine mystery in things.... You will come at last to love the whole world with an all-embracing love.” (Dostoyevsky)
- “See no evil; hear no evil; speak no evil; do no evil. Before you talk, think...Is it necessary? Is it true? Is it kind? Will it hurt anyone? Will it improve on the silence?” (Sai Baba)
- “None of you believes until he wishes for his brother what he wishes for himself.”(Sahih al Bukhari)

UNIT 5: NON-VIOLENCE

LESSON: 1

VALUE: NON-VIOLENCE

SUB-VALUE: CO-OPERATION

AGE: 3-11 years

OBJECTIVE: Pupils will learn that working together is helpful/ useful.

SILENT SITTING/ TUNING IN:

The children close their eyes and imagine that they are joining hands with all the children in their class to form a ring/circle.

QUOTATION/THOUGHT FOR THE DAY/PRAYER:

“Alone we can do so little; together we can do so much.” (Helen Keller)

STORY: “THE NEW ROOF”

Once upon a time in a little village in the countryside there lived a very poor family of five. It was Father, Mother and their three children. They lived in an old wooden house that was covered with a rusty roof. The roof leaked whenever it rained. At such times, Mother would scurry around placing old pots and pans to collect the water. Some of the wooden walls had rotted and were quite weak. If a hard wind blew, the house could very well fall.

Father earned very little money. But, he was a good father. He scraped together the little money he earned to provide food for his family. He also made sure that his dear children had all the things they needed for school. The children walked to school every day. Their school was some distance from home, but they enjoyed these long walks. As they walked, they talked and laughed and enjoyed the peaceful surroundings. Sometimes they walked with their friends.

One day during the rainy season, there came a storm. The wind was very strong, so strong that it blew away the rusty roof. It rained as if it would never stop. There was water everywhere.

The villagers were kind. On hearing the bad news, they rushed to help the family. Some brought wood, some brought nails, some brought roofing sheets, others brought their tools. Together, they worked to give the family a new roof. Some climbed on high, some hammered nails, some cut pieces of wood, others measured the roofing sheets. By evening, they were able to step back and admire the new roof they were so quickly able to build through cooperation. It was

no longer a rusty roof. The new roof gleamed faintly as the evening sun peeped out from some clouds where it had hidden from the rains. How thankful and happy the family felt.



DISCUSSION:

1. Where did the family live?
2. What kind of house did they have?
3. What was the roof like?
4. Why was Father a good father?
5. What happened one day in the rainy season?
6. How did you feel when the roof was blown away?
7. What did the villagers do?
8. How did they work together to build a new roof?
9. Do you like the villagers? Give reasons for your answer.
10. How do you cooperate at home? At school?
11. Tell of a time when you cooperated at school.

12. How do you feel when you cooperate?
13. How do you think others feel when you cooperate with them?
14. What does this story mean to you?

ACTIVITY CHOICES:

1. In pairs, children cooperate to put a puzzle (10-15 pieces) together.
2. The class cooperates to sing a song, for example, "If You're Happy and You Know It".
3. Draw a picture of the house with the new roof.

SONG: "WORK TOGETHER" (To the tune of "Bits of Paper")

I will help you

You will help me

How lovely, how lovely!

We will get the work done

We will get the work done

How lovely, how lovely!

FOLLOW-UP AND LIFE APPLICATION:

Cooperate with your sister/ brother/ mother/ father or another family member to put away your things (clothes, shoes, toys, books, games etc).

Teachers are reservoirs from which through the process of education, students draw the water of life.

Sathya Sai Baba

UNIT 5: NON-VIOLENCE

LESSON: 2

VALUE: NON-VIOLENCE

SUB-VALUE: FAIRNESS

AGE: 3-11 years

OBJECTIVE: Pupils will be fair to others.

SILENT SITTING/TUNING IN:

The children close their eyes. "Imagine you are playing a game with your friends in the playfield. Everyone is following the rules of the game. You are enjoying the game. You feel very happy."

QUOTATION/THOUGHT FOR THE DAY/PRAYER:

"Fair and softly goes far."/ "Play fair."

STORY: "THE CRICKET GAME"

It was Sunday afternoon in Providence. The skies were a lovely blue. It was hot, but a gentle breeze kept blowing. The sugar cane stalks moved gently in the breeze. Junior and David thought it was the perfect time for a game of cricket.

These two friends loved cricket. They often played after school and on Sunday evenings in the small playfield next to where they lived. Their bat was made out of wood and it belonged to Junior. The red cricket ball belonged to David. His uncle had given it to him for his birthday. The game started off quite well with Junior batting first. David bowled and fielded the ball quite skilfully. Junior was a good batsman, and he was hitting the ball quite hard, scoring one hundred runs before he was out with a superb catch. David jumped for joy when he felt the ball land in his hands because he always knew it was never easy to out Junior.

So now it was David's turn to bat. David too batted very well. He batted better than he had ever done in months. He was scoring more runs and faster than Junior had done.

This was making Junior very upset. Soon, David passed Junior's score of one hundred. Of course, David was overjoyed.

Suddenly, Junior ran to where David was standing at the crease, waiting for Junior to bowl. Without a word, Junior snatched the bat from David's hand. He left David standing there and raced home as fast as he could. David stood there for a while, unable to understand why his friend Junior had been unfair to him.

DISCUSSION:

1. What were the boys' names?
2. Where did they live?
3. Whose bat was it?
4. Whose ball was it?
5. Why was David so happy when he caught Junior?
6. Will you be upset if your friend plays better than you? Give reasons.
7. What brought the game to an end?
8. How did you feel when Junior ran home with the bat?
9. Was Junior fair to David? Give reasons.
10. Would you have behaved like Junior? Give reasons.
11. Does this story remind you of anything in your own life?
12. Give another title to the story.

ACTIVITY CHOICES:

1. Draw a cricket bat.
2. Write the word "**Fairness**" and trace it in your favourite colours. Then cut it out and stick it on construction paper.
3. Playing fair is playing by the rules. There are rules so that everyone has a fair chance to win. The teacher takes a game everyone knows and brainstorms the rules of the game.
4. A classroom has a rule that students raise their hands before speaking. The teacher brainstorms what would happen if anyone could talk when he/she liked; what problems might arise, and why it is not fair.

POEM:

At play be fair,

The rules please follow.

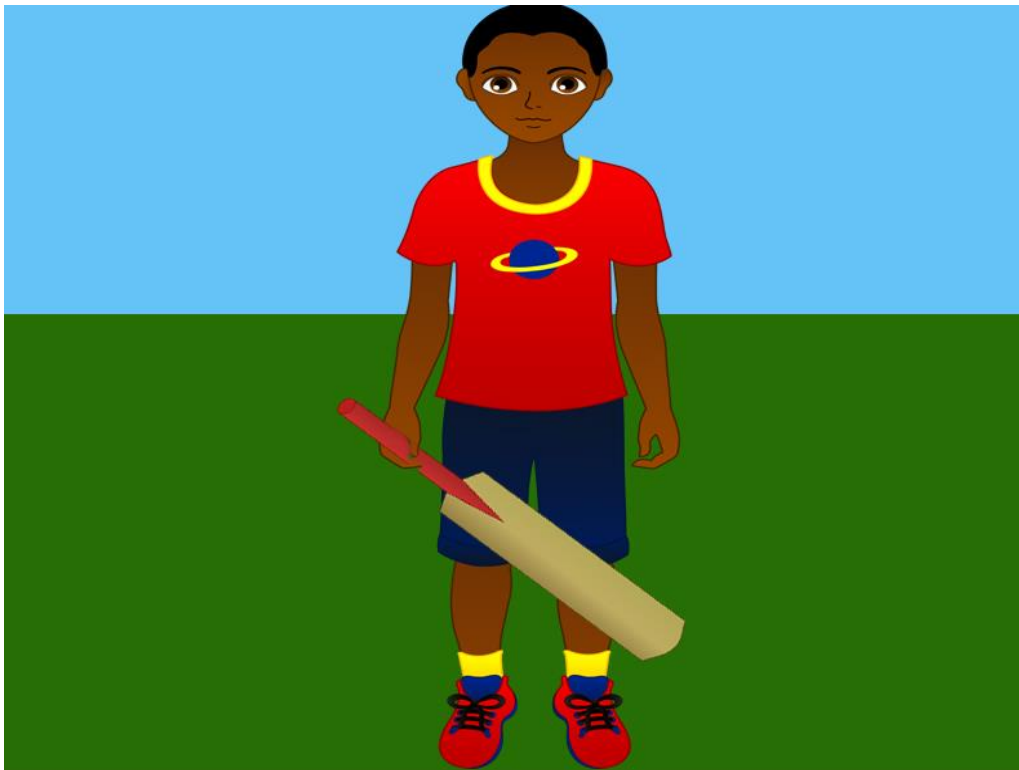
Await your turn

Give no hurt

Be always fair.

FOLLOW-UP AND LIFE APPLICATION:

1. Practise being fair when you are playing.
2. Take turns at doing something.
3. Do not cut in the line. Please wait and take your turn.



UNIT 5: NON-VIOLENCE

LESSON: 3

VALUE: NON-VIOLENCE

SUB-VALUE: FAIRNESS

AGE: 3-11 years

OBJECTIVE: Pupils will know what fairness means and practise being fair.

SILENT SITTING/TUNING IN:

The children close their eyes. "Imagine that it is a bright, sunny morning. You are sitting on a beach. You are feeling the warm sand among your toes. You are listening to the gentle swish of the waves".

QUOTATION/THOUGHT FOR THE DAY/PRAYER:

"Always be fair." Or

"Always play fair."

STORY: "TAMARA'S SANDCASTLE"

It was Easter vacation. The beach in Toco was full of happy, excited children, mainly from the village. Some splashed in the warm waves; some played cricket; others collected sea-shells. Tamara was carefully building the best sandcastle she had ever built. It took her a long time, and when she was done, it was strong, tall and really beautiful.

Just as Tamara was ready to sit and admire her castle, a big bully named Keisha came and smashed the whole castle down. Keisha stomped and kicked until the lovely castle was turned into a heap of sand. Could you imagine how upset Tamara was? In a voice choked with tears, she said,

"This is not fair."

Keisha replied, "Well... life isn't fair, you know. So why should I be fair?"

Keisha's words really hurt. How could she be so uncaring?

Tamara thought about Keisha's words. For a moment, Tamara thought that maybe what Keisha said was true. Sometimes she was amazed at the awful things people do. Some people cheat

others; some people steal from others; some people take too much so others can't get what they need. Some things in life were really not fair.

Tamara also thought about how much it hurt to see her castle fall. She could not stop thinking about what Keisha said. She felt really sad. She would do the right thing though. She would never make someone feel so sad. She felt that being fair was the right thing to do. She knew that being fair makes others happy too.

"Maybe life isn't as fair as I think it should be, but I am sure I can make a difference. So, I will be fair."

As Tamara made up her mind to do the right thing, to be fair, she turned around and there was Keisha standing, with her head bent low. In a sad voice, Keisha said,

"I am sorry. What I did was wrong. I am building a lovely castle for you. Come and see it."

Tamara's face lit up with a smile. She said, "I forgive you. Let us work together to build a bigger, stronger castle."

So off they went together and they built a tall castle. It was the tallest, most grand castle the village children had ever seen. Tamara and Keisha became friends. They learned that it was fun to share. They both felt much happier by choosing to be fair.

DISCUSSION:

1. How were children enjoying themselves on the beach?
2. How do you enjoy yourself when you go to the beach?
3. What was Tamara building?
4. Why did Tamara take long to build the sandcastle?
5. Who smashed the castle?
6. How did you feel when the castle was smashed?
7. Was Keisha right to smash the castle? Give reasons.
8. If it were your castle, what would you have done?
9. What did Tamara decide to do?
10. Was Keisha fair in the end? Give reasons.
11. Which of the girls do you like more? Give reasons.

ACTIVITY CHOICES:

1. Children play a simple game according to the rules given by the teacher.
2. Children mime Tamara building the sandcastle.
3. Children draw a sandcastle.

4. In pairs, children divide a banana into halves that are as nearly equal as possible.
5. In pairs or threes, children share a heap of building blocks equally.
6. The teacher introduces a new toy/board game. They discuss how everyone will have an opportunity to play with it.

POEM/RHYME /SONG:

Being fair

Means to share

If I am fair

I am dear

Every day I try to be fair.

FOLLOW-UP AND LIFE APPLICATION:

1. Children follow the rules of games.
2. Children await their turn.
3. Children help with simple chores (make-up their bed, put away their things) so that Mother does not have to do all the work.



UNIT 5: NON- VIOLENCE

LESSON: 4

SUB-VALUE: LOVE OF NATURE

AGE: 3-11 years

OBJECTIVE: Pupils will develop love for Nature.

SILENT SITTING/ TUNING IN:

The children close their eyes and listen to the prayer/reflect on the prayer that is said by the teacher.

PRAYER:

Dear God, we thank you for the trees you have given us,

Trees ever so beautiful,

Thank you, dear God.

POEM: "TREES, OH LOVELY TREES!"

How full of trees is the park

Trees, oh lovely trees!

Let us count them one by one

Trees, oh lovely trees!

There are small, young trees

So soft their branches and leaves

Their trunks so slender

Look! My arms can hug these trees

Trees, oh lovely trees!

There are bigger, older trees

Trees in flower

And trees with fruit

Thank you for your fruits so sweet

You ever so kindly give to us

Trees, oh lovely trees!

And there are the biggest of them all

Tall, strong trees

They grow into the sky

Homes for birds and bees

They bring the rains

They grow the plants

They give us food

We love you so

Trees, oh lovely trees!

DISCUSSION:

1. How many kinds of trees are there in the park?
2. What kinds are they?
3. What are the small trees like?
4. What do the bigger, older trees give us?
5. Which fruit tree do you love best?
6. What are the biggest trees like?
7. Which animals live in their branches?
8. Why do we love these trees so much?
9. What food do bees give us?

10. Which of the three kinds of trees do you love most? Why?
11. How can we show our love for trees?
12. What do you love most in Nature?
13. Why do we sometimes say “Mother Nature”?

ACTIVITY CHOICES:

1. Draw a fruit that you like.
2. Draw and colour one of the three kinds of trees in the park.
3. Connect the dots to draw a tree.

SONG: “FOR THE BEAUTY OF THE EARTH” or “WE PLOUGH THE FIELDS AND SCATTER”

1. For the beauty of the earth

For the beauty of the skies

For the love which from our birth

Over and around us lies

Father God, to Thee we raise

This our sacrifice of praise.

2. **We plough the fields, and scatter**

The good seed on the land,

But it is fed and watered

By God’s almighty hand;

He sends the snow in winter,

The warmth to swell the grain,

The breezes and the sunshine

And soft refreshing rain.

Chorus: All good gifts around us

Are sent from Heaven above;

Then thank the Lord, O thank the Lord,
For all His love.

FOLLOW-UP AND LIFE APPLICATION:

1. Children plant seeds in cups. They water them daily and make sure that they get sunlight. They talk to their seedlings telling them: "I love you." The entire class does this project at home. They will bring their seedlings to school on a day to be decided by the teacher.
2. Children help to water plants at home.



UNIT 5: NON-VIOLENCE

LESSON: 5

VALUE: NON-VIOLENCE

SUB-VALUE: CONCERN FOR ALL LIFE

AGE: 3 to 11 years

OBJECTIVE: Pupils will show kindness to animals.

SILENT SITTING/TUNING IN:

The children close their eyes. "Imagine that you are walking in the woods. You see big, tall trees. You feel the grass brushing against your clothing. You hear birds in the trees. A stream is close by. You hear the water rushing by. You smell the fresh air. You feel the peace around you."

QUOTATION/THOUGHT FOR THE DAY/PRAYER:

"Hurt no living thing."

STORY: "THE TRAPPED LITTLE DEER"

It was a long, beautiful evening in late July in Santa Mission. Children were on school vacation. They spent the mornings helping at home. On evenings they would go for a refreshing swim or a canoe ride or a walk in the woods.

In Santa Mission the rivers were large and full of fish. In the woods there were very tall trees that seemed to touch the sky. Long, very thick vines hung like snakes from the trees and crawled on the ground in heaps. On the ground grew pretty wild flowers and on some of the trees as well. It was the perfect home for wild animals and birds.

That evening, three friends, Ronaldo, Tomas and Robert, were taking a walk in the woods. As they enjoyed their walk and talked among themselves, they suddenly heard the sound of a wild animal that appeared to be in pain. They listened carefully and hurried in the direction of the sound which was growing louder and louder.

As they reached the trunk of a huge tree, they spotted a very young deer trapped among the vines that hung from the tree and spread on the ground. The deer was caught in the vines and in trying to escape, it became wrapped tightly with vines.

Tomas quickly pulled out his knife which was very sharp, and together the boys cut vine after vine until the trapped deer was able to free itself. As the deer raced before them, they spotted its mother in the distance. She had looked on anxiously, hoping that her young one would be safe.

DISCUSSION:

1. Where did the boys live?
2. How did children in Santa Mission spend their time during the vacation?
3. What did the trees look like?
4. What did the boys hear as they walked in the woods?
5. What did they see when they came to a huge tree?
6. What trapped the deer?
7. What did the boys do to free the deer?
8. What would you have done?
9. How did you feel when the deer came out of the trap?
10. Do you like the boys? Give reasons.
11. Do you like animals? Give reasons.
12. Which animal do you love most? Give reasons.
13. How should we treat animals?
14. Give another title to this story.

ACTIVITY CHOICES:

1. Children mime the actions of the boys cutting the vines to free the deer.
2. Draw a picture of your favourite animal.
3. Draw a picture of the young deer trapped among the vines.

SONG: "ALL THINGS BRIGHT AND BEAUTIFUL"

All things bright and beautiful

All creatures great and small

All things wise and wonderful -

The Lord God made them all

Each little flower that opens,

Each little bird that sings

He made their glowing colours,

He made their tiny wings.

All things bright and beautiful...

FOLLOW-UP AND LIFE APPLICATION:

1. Children practise acts of kindness to animals, for example, taking care of pets, giving food to a stray cat or dog, or putting out fruits for birds.
2. Avoid saying anything hurtful to animals or about animals - even in fun - such as "I hate cats" or "Chickens are stupid" or "Pigs are lazy."



A Christian Prayer

God be in my head
And in my understanding,
God be in my eyes
And in my looking,
God be in my mouth
And in my speaking,
God be in my heart
And in my thinking;
God be at my end
And at my departing.

A Buddhist Prayer

When someone is wronged
He must put aside
All resentment and say
“My mind shall not be disturbed;
No angry word shall escape my lips
I will remain kind and friendly.
With loving thoughts
And no secret spite.”

A Hindu Prayer

From untruth lead me to truth
From darkness lead me to light
From ignorance lead me to knowledge
From death lead me to immortality.

A Muslim Prayer

I confess there is no God but God
I confess there is no God but God.

A Japanese Prayer

Oh, make my heart so still, so still
When I am deep in prayer
That I might hear the white-mist-wreaths
Losing themselves in air.

A Jewish Prayer

Remember us for life,
King who delights in life,
And inscribe us
In the Book of Life
For your sake
God of life.

A Universal Prayer

Oh Lord, take my love and let it flow in fullness of devotion to Thee,
Oh Lord, take my hands and let them work incessantly for Thee,
Oh Lord, take my soul and let it be merged in one with Thee,
Oh Lord, take my mind and thoughts and let them be in tune with Thee,
Oh Lord, take my everything and let me be an instrument to work for Thee.